Indiana
DEPARTMENT OF EDUCATION

Staff Performance Evaluation Plan Submission Coversheet

SY 2018-19

CONTEXT: Indiana Code (IC) 20-28-11.5-8(d) requires each school corporation to submit its entire staff performance evaluation plan to the department (IDOE) and requires the IDOE to publish the plans on its website. This coversheet is meant to provide a reference for IDOE staff and key stakeholders to view the statutory- and regulatory-required components of staff performance evaluation plans for each school corporation.

Furthermore, in accordance with IC 20-28-11.5-8(d), a school corporation must submit its staff performance evaluation plan to the department for approval in order to qualify for any grant funding related to this chapter. Thus, it is essential that the reference page numbers included below clearly demonstrate fulfillment of the statutory (IC 20-28-11.5) and regulatory (511 IAC 10-6) requirements.

INSTRUCTIONS:

Completion

In the chart below, please type the reference the page numbers in your staff performance evaluation document which clearly display compliance with the requirements. If the plan contains multiple documents with duplicate page numbers, please refer to the documents by A, B, C, D, etc. with the page number following. For example: A-23, B-5, etc. Please note, your plan may include many other sections not listed below.

Submission

Once completed, please attach this coversheet to the staff performance evaluation plan document you will submit. The whole document needs to be combined into one continuous PDF for submission.

School Corporation Name:	Blackford County Schools
School Corporation Number:	0515

Annual Evaluations			
Requirement	**Statutory / Regulatory Authority**	**Examples of Relevant Information**	**Reference Page Number(s)**
☒ Annual performance evaluations for each certificated employee	IC 20-28-11.5-4(c)(1)	Plan and metrics to evaluate ***all*** certificated employees, including teachers, administrators, counselors, principals and superintendents	1,32,47,61,67,73
Objective Measures of Student Achievement and Growth			
Requirement	**Statutory / Regulatory Authority**	**Examples of Relevant Information**	**Reference Page Number(s)**
☒ Objective measures of student achievement and growth significantly inform ***all*** certificated employees evaluations	IC 20-28-11.5-4(c)(2)	• Please indicate page numbers referencing the inclusion of objective measures of student achievement and growth in all certificated employee evaluations including but not limited to teachers, administrators, and superintendent	14-19, 45-56, 58, 79
☒ Student performance results from statewide assessments inform evaluations of employees whose responsibilities include teaching tested subjects	IC 20-28-11.5-4(c)(2)(A) 511 IAC 10-6-4(b)(1)	• Please note that per 511 IAC 10-6-4(b)(1), Individual Growth Measure (IGM) must be the primary measure for E/LA and math teachers in grades 4-8. • For more information regarding IGM, click here.	14-19, 45-46, 58, 79
☒ Methods of assessing student growth in evaluations of employees who do not teach tested subjects	IC 20-28-11.5-4(c)(2)(B) 511 IAC 10-6-4(b)(2) 511 IAC 10-6-4(b)(3)	Examples include: o Student Learning Objectives (SLOs), SMART goals o Corporation- or classroom-level student learning measures for non-tested grades and subjects o Other student learning measures for non-teaching staff o School-wide learning measures (*e.g.*, A-F accountability grade)	14-19, 45-46, 58, 79
Rigorous Measures of Effectiveness			
Requirement	**Statutory / Regulatory Authority**	**Examples of Relevant Information**	**Reference Page Number(s)**
☒ Rigorous measures of effectiveness, including observations and other performance indicators	IC 20-28-11.5-4(c)(3)	• Observation rubrics - for ***all*** certificated staff - with detailed descriptions of each level of performance for each domain and/or indicator • Other measures used for evaluations (*e.g.*, surveys)	21-31, 33-39. 49-58, 62-65, 67-72, 73-81

Designation in Rating Category			
Requirement	**Statutory / Regulatory Authority**	**Examples of Relevant Information**	**Reference Page Number(s)**
☒ A summative rating as one of the following: highly effective, effective, improvement necessary, or ineffective	IC 20-28-11.5-4(c)(4) 511 IAC 10-6-2(c)	• Definition of performance categories • Summative scoring process that yields placement into each performance category	18, 46, 59, 83
☒ A definition of negative impact for certificated staff with statewide assessments ☒ A definition of negative impact for certificated staff without statewide assessments ☒ A final summative rating modification if and when a teacher negatively affects student growth	IC 20-28-11.5-4(c)(6) 511 IAC 10-6-4(c)	• Definition of **negative impact** on student growth for grades and subjects measured and not measured by statewide assessments • Description of the process for modifying a final summative rating for negative growth • For more information regarding Negative Impact, click here.	85
☒ All evaluation components, including but not limited to student performance data and observation results, factored into the final summative rating	IC 20-28-11.5-4(c)(4)	• Summative scoring process that yields placement into each performance category • Process for scoring student learning measures • Weighting (broken down by percentage) of all evaluation components	1,46,59,66,83

Evaluation Feedback			
Requirement	**Statutory / Regulatory Authority**	**Examples of Relevant Information**	**Reference Page Number(s)**
☒ An explanation of evaluator's recommendations for improvement and the time in which improvement is expected	IC 20-28-11.5-4(c)(5) 511 IAC 10-6-5	• Process and timeline for delivering feedback on evaluations • Process for linking evaluation results with professional development	2

Evaluation Plan Discussion			
Requirement	**Statutory / Regulatory Authority**	**Examples of Relevant Information**	**Reference Page Number(s)**
☒ Evaluation Plan must be in writing and explained prior to evaluations are conducted.	IC 20-28-11.5-4(e)(1) IC 20-28-11.5-4(e)(2)	• Process for ensuring the evaluation plan is in writing and will be explained to the governing body in a public meeting before the evaluations are conducted • Before explaining the plan to the governing body, the superintendent of the school corporation shall discuss the plan with teachers or the teachers' representative, if there is one	A 87-88 A 89

Evaluators			
Requirement	**Statutory / Regulatory Authority**	**Examples of Relevant Information**	**Reference Page Number(s)**
☒ Only individuals who have received training and support in evaluation skills may evaluate certificated employees	IC 20-28-11.5-1 IC 20-28-11.5-5(b) IC 20-28-11.5-8(a)(1)(D)	• Description of ongoing evaluator training • Description of who will serve as evaluators • Process for determining evaluators	A-86
☒ Teachers acting as evaluators (*optional*) clearly demonstrate a record of effective teaching over several years, are approved by the principal as qualified to evaluate under the evaluation plan, and conduct staff evaluations as a significant part of their responsibilities	IC 20-28-11.5-1(2) IC 20-28-11.5-1(3) 511 IAC 10-6-3	• Description of who will serve as evaluators • Process for determining evaluators	
☒ All evaluators receive training and support in evaluation skills	IC 20-28-11.5-5(b) 511 IAC 10-6-3	Description of ongoing evaluator training	A-86

Feedback and Remediation Plans			
Requirement	**Statutory / Regulatory Authority**	**Examples of Relevant Information**	**Reference Page Number(s)**
☒ All evaluated employees receive completed evaluation and documented feedback within seven business days from the completion of the evaluation.	IC 20-28-11.5-6(a)	System for delivering summative evaluation results to employees	A- 2
☒ Remediation plans assigned to teachers rated as ineffective or improvement necessary	IC 20-28-11.5-6(b)	• Remediation plan creation and timeframe • Process for linking evaluation results with professional development	A-8
☒ Remediation plans include the use of employee's license renewal credits	IC 20-28-11.5-6(b)	Description of how employee license renewal credits and/or Professional Growth Points will be incorporated into remediation	A -92
☒ Means by which teachers rated as ineffective can request a private conference with the superintendent	IC 20-28-11.5-6(c)	Process for teachers rated as ineffective to request conference with superintendent	A-8

Instruction Delivered by Teachers Rated Ineffective			
Requirement	**Statutory / Regulatory Authority**	**Examples of Relevant Information**	**Reference Page Number(s)**
☒ The procedures established for avoiding situations in which a student would be instructed for two consecutive years by two consecutive teachers rated as ineffective	IC 20-28-11.5-7(c)	Process for ensuring students do not receive instruction from ineffective teachers two years in a row	A-84
☒ The procedures established to communicate to parents when student assignment to consecutive teachers rated as ineffective is unavoidable	IC 20-28-11.5-7(d)	Description of how parents will be informed of the situation	A-84

BLACKFORD COUNTY SCHOOLS EVALUATION INFORMATON

Revised August 2018

EVALUATION PROCEDURES

Evaluation shall be comprised of the following percentages:

Group 1 Teachers (No Individual Growth Model Data)

80% Teacher Effectiveness Rubric (TER-Observations/Documentation)
10% Current Year Smart Goal Rating
10% Current Year School-wide Learning Measure Data (School Letter Grade)
100% Summative Teacher Evaluation Score

Group 2 Teachers (Individual Growth Model Data Available)

80% Teacher Effectiveness Rubric (TER-Observations/Documentation)
10% Current Year IGM if available/Smart Goal Rating
10% Current Year School-wide Learning Measure Data (School Letter Grade)
100% Summative Teacher Evaluation Score

Example: Teacher receives a score of 3.3 on Teacher Effectiveness Rubric, Smart Goal/IGM score of 4.0 and her school received an A the current year.

TER Score		Smart Goal/IGM		School Grade		Summative Evaluation
3.3(.80)	+	4.0(.10)	+	4.0 (.10)	=	
2.64	+	0.4	+	0.4	=	3.44

Current Year School-wide Learning Measure Data (School Letter Grade)

The following values will be assigned to each school letter grade

A = 4.0
B = 3.0
C = 2.0
D = 1.0
F = 1.0

Evaluation Guideline

Timeline:

- In the first semester, all teachers will receive one short observation (at least 10 minutes) and one extended observation (at least 40 minutes). An evaluator may conduct additional short and/or extended observations to assist with collecting additional evidence if he/she determines this to be necessary.
- Any teacher with less than five (5) total years of teaching experience at Blackford County Schools or any teacher that has been placed on an improvement plan within the past five (5) years shall receive a second short and long observation prior to the end of the second semester.
- A minimum of one pre-summative evaluation conference will be completed prior to January 15. During the pre-summative conference, the primary evaluator and teacher will discuss performance/ratings from observations conducted during the first semester.
- A summative evaluation conference will be held prior to June 1 to include Smart Goal ratings. During the summative evaluation conference, the primary evaluator and teacher will discuss performance from throughout the year including Smart Goal ratings leading to a summative rating. The finalization of the ratings may occur in the spring if all data is available for scoring or in the fall if pertinent data (IGM or SWL) isn't available until the summer.
- If requested by the teacher or administrator, additional observations/conferences shall be completed prior to the end of the second semester.
- All observations may be announced or unannounced
  a. Pre-observation conferences (optional)
     i. The evaluator may request a pre-observation conference with the teacher if necessary
     ii. Teacher shall complete/submit "Pre-Observation Form – Teacher" (Appendix A: Blackford County Schools Evaluation Document)
  b. Copies of any information the evaluator would like to see *during* the observation (lesson plans, gradebook, etc.) must be requested at least 24 hours in advance
  c. Copies of any information requested by the evaluator *after* the observation (lesson plans, gradebook, etc.) shall be submitted to the evaluator prior to the end of the teacher contracted day.
  d. During each observation, the evaluator (principal) will script the activities occurring during the observation (evidence)
  e. A copy of the script will be given to the teacher within three school days of each observation
  f. During the pre-summative and summative evaluation conferences, the evaluator will utilize the Blackford County Schools Post Conference Plan (reinforcement/refinement) and share evaluation scores with the teacher.
  g. If the teacher disagrees with an indicator score, he/she may submit additional evidence that occurred during the observations to the evaluator within three school days for consideration
  h. Upon receipt of new evidence, the evaluator will meet with the teacher within three school days to share the final decision regarding the indicator(s) in question; evaluator's decision is final
  i. Any teacher rated ineffective may request a private with the superintendent by submitting a request in writing within 24 hours of receiving the evaluator's final decision

Evaluation Scale:

The following scale shall be used based upon the summative evaluation to determine the category to which the teacher will be rated:

1.0 – 1.74	Ineffective
1.75 – 2.59	Improvement Necessary
2.6 – 3.49	Effective
3.5 – 4.0	Highly Effective

Scoring the Teacher Effectiveness Rubric

Scores on the Teacher Effectiveness Rubric shall be determined through observations/documentation and shall be calculated by using the following weights (See Teacher Effectiveness Rubric):

20% Domain 1: Planning (Rating x .20)
+80% Domain 2: Instruction (Rating x .80)
Sum of Weighted Ratings
-1 point (only if teacher does not meet all Core Professionalism Standards)
Final Teacher Effectiveness Rubric Score

For Example:

	Rating (1-4)	Weight	Weighted Rating
Domain 1: Planning	2	20%	.4
Domain 2: Instruction	3	80%	2.4
		Sum of Weighted Ratings	**2.8**

2.8
-0 (Teacher has met all Core Professionalism Standards)
2.8 (Final Teacher Effectiveness Rubric Score)

OR

2.8
-1 (Teacher does not meet all Core Professionalism Standards)
1.8 (Final Teacher Effectiveness Rubric Score)

Scoring the Teacher Smart Goals

1.) If the teacher utilized ONLY a Class SMART Goal the performance level will be 100% of the results.
2.) If the teacher utilized a Class SMART Goal and a Targeted SMART Goal the performance level will be determined as follows:

50% of the performance level rating is determined from Class SMART Goal results
50% of the performance level rating is determined from Targeted SMART Goal results
100% = Performance Level

Example: Calculation for a teacher who completed both a Class and Targeted SMART Goal.

	Rating (1-4)	x Weight (50%)	Weighted Score
Class SMART Goal	4	.50	2.0
Targeted SMART Goal	3	.50	1.5
		Sum of Weighted Ratings	3.5
		Multiplied by 10% SMART Goal/IGM Percentage	3.5 x .10
		Final SMART Goal/IGM Rating	.35

Example: Calculation for a teacher who completed only a Class SMART Goal.

	Rating (1-4)	x Weight (100%)	Weighted Score
Class SMART Goal	4	1.0	4.0
		Goal Rating	4.0
		Multiplied by 10% SMART Goal/IGM Percentage	4.0 x .10
		Final SMART Goal/IGM Rating	0.4

Writing SMART Goals

NOTE: Prior to beginning the SMART Goals process teacher must selects/develops Assessment to Be Used

1. Choose quality assessments (Choose assessment with highest rank – top to bottom)
    a. *State Assessments (ISTEP+10, ILEARN, IAM, IREAD-3…)
        i. If not available
    b. Common Corp Assessments (NWEA, IREAD (k-2), AP, Achieve…)
        i. If not available
    c. **Common School Assessments (Collaboratively developed Common Final for Chemistry, Collaboratively developed Common Performance Final for 7th grade P.E. w/ Rubric)
        i. If not available
    d. **Classroom Assessment (Final created by single teacher because no others exist, 4th Grade Art Final, 2nd year Band Performance Final w/ Rubric)

*Teachers who teach a course with a State Assessment must use the course when developing SMART Goals
**Requires Evaluator Approval

For pre-approved assessments, the corporation will provide content mastery standards when such assessments are used. "Mastery" for such assessments will reflect the "passing," "meeting benchmark," "cut-score," or "grade-level equivalent."

****The following steps outline the process for completing the required SMART Goals****

Step 1. Submit Assessment for Evaluator Approval

This step is needed only if the assessment used by the teacher is not a "State Assessment" or "Common Corporation Assessment" as described above.

1. Teacher(s) must create their own "End of Course Assessment"
2. Review format
    a. Are questions/tasks written clearly?
    b. Variety of type of questions/tasks?
    c. Questions/tasks free of bias?
    d. Questions/tasks appropriate for subject/grade level?
3. Complete Pre-Approval for School Based Assessments" Form (pg. 1 – 4 " BCS SMART GOALS Handbook Documents")
    a. Identify which questions/tasks from assessment align to which standards
4. Use "Assessment Rigor Analysis Chart" to give examples of various depth of knowledge
5. Determine Content Mastery Standard
    a. Typically falls between passing score and 100%. A student earning a passing score has learned the basics to pass on to the next class but has not reached mastery. A perfect score represents exceptional content knowledge (deep level of understanding). Content Mastery is somewhere in between and determined by the instructor and evaluator.
6. Submit all forms to Primary Evaluator
7. Primary Evaluator Approves/Recommends changes
    a. Alignment/Stretch
    b. Rigor/Complexity
    c. Format Captures True Mastery

Step 2. Determine Students' Starting Points

1. Teachers collect "multiple forms" of evidence (examples)
    a. Beginning of Course Diagnostic Tests or Performance Tasks (could be department developed)
    b. Results from prior year tests (ISTEP, NWEA, PSAT SAT, etc.)
    c. Other teacher generated tests
    d. Students grades in previous classes
    e. Reading comprehension data (ISTEP ELA results, IREAD-3, NWEA, etc.)
2. Complete "Identify and Approve Student Starting Points" Form (pg. 5 " BCS SMART Goals Handbook Documents")
3. Submit "Identify and Approve Student Starting Points" Form to Primary Evaluator
4. Primary Evaluator Approves/Recommends changes

Step 3. Set SMART Goals

Class SMART Goal: Learning Objective/Goal for All Students Based Upon Students' Starting Point (All Teachers)

Targeted Smart Goal: Growth or Achievement Goal Targeted at Low-Level Students (Optional)

1. Set Class Student Learning Objective
    a. Determine the appropriate proportion of students who will achieve mastery performance based upon students' starting points.
        i. % of students who achieve mastery will vary for each evaluation performance level (i.e. Highly Effective = 90% reach mastery, Effective 75% reach mastery, Improvement Necessary = 60% reach mastery, etc.)
            1. **Highly Effective**: all students in high and medium levels of preparedness and all/most in low achieve content mastery
            2. **Effective**: all students in high/medium and many in low reach mastery
            3. **Improvement Necessary**: all or most in high/medium meet mastery and few or no students in low meet mastery
            4. **Ineffective**: few or no students reach mastery
2. Complete "Set Student Learning Objective (Class)" Form (pg. 6 " BCS SMART GOALS Handbook Documents")
3. Set Targeted Student Learning Objective (Optional – Determined by Instructor)
    a. Determine goal for subset of Learning Objectives that best meets the specific learning needs of students of target population
    b. Determine whether a separate assessment/performance w/ rubric must be developed
        i. May be subset of questions/tasks from original assessment
        ii. Approval if new assessments
4. Complete "Set Student Learning Objective (Targeted)" Form (pg. 7 " BCS SMART GOALS Handbook Documents")
5. Submit "Set Student Learning Objective (Class)", "Set Student Learning Objective (Targeted)" (optional), and "Evaluator Approval of SMART Goals" Forms to Primary Evaluator (pg. 8 " BCS SMART GOALS Handbook Documents")
6. Primary Evaluator Approves/Recommends changes

Suggested Guidelines w/ Example for Setting SMART Goals

For the purpose of an example, suppose a high school US History teacher with an enrollment of 30 students had the following distribution:

- Of the 30 students, 6 begin at a high level of preparedness
- Of the 30 students, 16 begin at a medium level of preparedness
- Of the 30 students, 8 begin at a low level of preparedness

Performance Level	**Suggested Guidelines**	**Number of Students Chosen From Each Category (Example Above)**	**Final Proportions of Students**
Highly Effective	High Preparedness: All Medium Preparedness: All Low Preparedness: All/Most (>90%)	High Preparedness: 6 Medium Preparedness: 16 Low Preparedness: 7	29/30 students (approximately 97%)
Effective	High Preparedness: All Medium Preparedness: All Low Preparedness: Many (>40%)	High Preparedness: 6 Medium Preparedness: 16 Low Preparedness: 4	26/30 students (approximately 86%)
Improvement Necessary	High Preparedness: All/Most (>90%) Medium Preparedness: Most (>80%) Low Preparedness: Few/None (<35%)	High Preparedness: 6 Medium Preparedness: 13 Low Preparedness: 2	21/30 students (approximately 70%)
Ineffective	High Preparedness: Most (>80%) Medium Preparedness: Half (50%) Low Preparedness: Few/None (<35%)	High Preparedness: 5 Medium Preparedness: 8 Low Preparedness: 2	15/30 students (approximately 50%)

Step 4. Mid-Course SMART Goals Check in Meeting evaluator (optional – teacher requested)

1. Principal and teacher meet to discuss progress of SMART GOALS (pg. 9 "BCS SMART GOALS Handbook Documents")
2. Teacher may submit modified SMART GOALS (modification requires evaluator approval; approval would only occur in the event that student attendance issues substantially affect Student Learning Objective)

Step 5. Reviewing SMART Goals Results and Scoring

1. Teacher compiles results of assessments for Class Objectives (Scores)
2. Teacher compiles results of Targeted Objectives (When Applicable)
3. Teacher completes "End of Course Review" Form (pg. 10-11 "BCS SMART GOALS Handbook Documents")
    a. Because teacher will either "Meet Objective" or "Not Meet Objective", teacher should provide supplemental data/evidence to help inform evaluator's decisions on Secondary Objective (Highly Effective or Ineffective).
4. Teacher submits Student Learning Objective to evaluator prior to two weeks after the last day of school (time will be extended in the event State Assessment data is not available)
5. Evaluator determines ratings for Student Learning Objective(s)
    a. 100% SMART Goals weight from Class Objective (when teacher decides not to use Targeted Objective)
        i. Highly effective = 4
        ii. Effective = 3
        iii. Needs improvement = 2
        iv. Ineffective = 1
6. Primary Evaluator determines ratings for Class and Targeted Objective (When Applicable)
    a. 50% SMART Goals weight for Primary Objective
    b. 50% SMART Goals weight for Secondary Objective
        i. Highly effective = 4
        ii. Effective = 3
        iii. Needs improvement = 2
        iv. Ineffective = 1

IMPROVEMENT PLAN PROCEDURES

Any teacher receiving a summative evaluation rating of less than 2.6 shall be placed on an improvement plan

a. The improvement plan shall be developed by the principal with input from the teacher
   i. Teacher representation is permitted to witness and observe meeting/development process
b. The improvement plan shall focus on any indicator from the Teacher Effectiveness Rubric that was rated as Improvement Necessary/Ineffective
c. The improvement plan shall last between 30-90 school days
d. The evaluator shall conduct at least one short and one extended observation during the improvement plan (scripted evidence shall be shared with observed teacher within three school days)
e. Each improvement plan shall result with a summative evaluation
f. If the teacher receives a summative evaluation rating of less than 2.6 the following may occur:
   i. Improvement plan continued (Professional/Established Only)
   ii. Improvement plan modification and continued (Professional/Established Only)
   iii. Teacher contract recommended for non-renewal
   iv. Teacher contract recommended for immediate cancellation
g. Once a teacher receives a summative rating of effective (2.6 or above) the teacher may no longer be required to continue on an improvement plan

Negative Impact:

1. Negative Impact on student learning for teachers measured by statewide assessment will be determined by IDOE.
2. Negative Impact on student learning for teachers whose classes are NOT measured by statewide assessment is as follows:

   If a teacher meets the following criteria, he or she will not be eligible to receive a summative rating in the Effective or Highly Effective range.

   - Teacher receives an ineffective rating on his/her SMART Goal(s)

IC 20-28-11.5-6
Completed evaluation; remediation plan; conference with superintendent

Sec. 6. (a) A copy of the completed evaluation, including any documentation related to the evaluation, must be provided to a certificated employee not later than seven (7) days after the evaluation is conducted.

(b) If a certificated employee receives a rating of ineffective or improvement necessary, the evaluator and the certificated employee shall develop a remediation plan of not more than ninety (90) school days in length to correct the deficiencies noted in the certificated employee's evaluation. The remediation plan must require the use of the certificated employee's license renewal credits in professional development activities intended to help the certificated employee achieve an effective rating on the next performance evaluation. If the principal did not conduct the performance evaluation, the principal may direct the use of the certificated employee's license renewal credits under this subsection.

(c) A teacher who receives a rating of ineffective may file a request for a private conference with the superintendent or the superintendent's designee not later than five (5) days after receiving notice that the teacher received a rating of ineffective. The teacher is entitled to a private conference with the superintendent or superintendent's designee.

As added by P.L.90-2011, SEC.39.

A-10

August 2018

Blackford County Schools Pre-Summative Evaluation Form

SCHOOL: _____ SUMMATIVE EVALUATOR: _____

TEACHER: _____ GRADE/SUBJECT(S): _____

DATES/TIME OF EXTENDED OBSERVATIONS: _____

DATES/TIME OF SHORT OBSERVATIONS: _____

Domain 1: Planning	Evidence from scripting notes or teacher lesson/unit plans	Score
1.1 The teacher plans instruction to achieve desired objectives which reflect corporation curriculum maps, State curriculum mandates, State standards, or IEPs		
1.2 The teacher selects and creates comprehensive materials and resources compatible with student abilities and needs		
1.3 The teacher creates and uses assessment results to make both daily and long-range instructional decisions		
1.4 Track Student Data and Analyze Progress		
	Domain 1: Planning (Average of scores) →	

A-11

Pre-Summative Evaluation Form

Domain 2: Instruction	Evidence from scripting notes	Score
2.1 Develop Understanding and Mastery of Lesson Objectives		
2.2 Demonstrate and Clearly Communicate Content Knowledge to Students		
2.3 Engage Students in Academic Content		
2.4 Check for Understanding		
2.5 Modify Instruction as Needed		
2.6 Develop Higher Level		

of Understanding through Rigorous Instruction and Work		
2.7 Maximize Instructional Time		
2.8 Create Classroom Culture of Respect and Collaboration		
2.9 Set High Expectations for Academic Success		
	Domain 2: Instruction (Average of scores) →	

A-13

Pre-Summative Evaluation Form

DOMAINS 1 AND 2 WEIGHTED SCORES

Domain	Rating (1-4)	Weight	Weighted Rating
Domain 1		x (.20) 20%	
Domain 2		x (.80) 80%	

Domains 1 and 2 Score: _____

CORE PROFESSIONALISM DOMAIN

These indicators illustrate the minimum competencies expected for Blackford County School employees. All staff members are expected to meet these standards. Failure to meet a standard shall result in a 1 point deduction from final score calculated from Domains 1-2. **Proper documentation (i.e. formal written reprimand) must accompany the evaluation if "Does Not Meet Standard" is indicated.**

Core Professionalism Domain	Meets Standard	Does Not Meet Standard
1. Attendance		
2. On-Time Arrival		
3. Policies and Procedures		
4. Respect		
5. Professional Development, Collaboration, and Practice		

Directions: If the teacher "Meets Standards" above, deduct 0 points. The final Teacher Effectiveness Rubric score remains the same as in the previous step. If the teacher "Does Not Meet Standards", deduct 1 point from the score calculated in the previous step.

Domains 1-2 Score (from above)	
Core Professionalism (-0 or -1)	
Teacher Effectiveness Rubric Evaluation Score →	

Teacher Signature

I have met with my evaluator to discuss the Pre-Summative information on this form and have received a copy.

Signature: _____ Date: _____

Evaluator Signature

I have met with this teacher to discuss the Pre-Summative information on this form and provided a copy.

Signature: _____ Date: _____

A-14

Summative Evaluation Form

Revised August 2018

Blackford County Schools Summative Evaluation Form

SCHOOL: _____ SUMMATIVE EVALUATOR: _____

TEACHER: _____ GRADE/SUBJECT(S): _____

DATES/TIME OF EXTENDED OBSERVATIONS: _____

DATES/TIME OF SHORT OBSERVATIONS: _____

Domain 1: Planning	Evidence from scripting notes or teacher lesson/unit plans	Score
1.1 The teacher plans instruction to achieve desired objectives which reflect corporation curriculum maps, State curriculum mandates, State standards, or IEPs		
1.2 The teacher selects and creates comprehensive materials and resources compatible with student abilities and needs		
1.3 The teacher creates and uses assessment results to make both daily and long-range instructional decisions		
1.4 Track Student Data and Analyze Progress		
	Domain 1: Planning (Average of scores) →	

A-15

Summative Evaluation Form

Domain 2: Instruction	Evidence from scripting notes	Score
2.1 Develop Understanding and Mastery of Lesson Objectives		
2.2 Demonstrate and Clearly Communicate Content Knowledge to Students		
2.3 Engage Students in Academic Content		
2.4 Check for Understanding		
2.5 Modify Instruction as Needed		
2.6 Develop Higher Level of Understanding through		

Summative Evaluation Form

Rigorous Instruction and Work		
2.7 Maximize Instructional Time		
2.8 Create Classroom Culture of Respect and Collaboration		
2.9 Set High Expectations for Academic Success		
	Domain 2: Instruction (Average of scores) →	

Summative Evaluation Form

DOMAINS 1 AND 2 WEIGHTED SCORES

Domain	Rating (1-4)	Weight	Weighted Rating
Domain 1		x (.20) 20%	
Domain 2		x (.80) 80%	

Domains 1 and 2 Score: _____

CORE PROFESSIONALISM DOMAIN

These indicators illustrate the minimum competencies expected for Blackford County School employees. All staff members are expected to meet these standards. Failure to meet a standard shall result in a 1 point deduction from final score calculated from Domains 1-2. **Proper documentation (i.e. formal written reprimand) must accompany the evaluation if "Does Not Meet Standard" is indicated.**

Core Professionalism Domain	Meets Standard	Does Not Meet Standard
1. Attendance		
2. On-Time Arrival		
3. Policies and Procedures		
4. Respect		
5. Professional Development, Collaboration, and Practice		

Directions: If the teacher "Meets Standards" above, deduct 0 points. The final Teacher Effectiveness Rubric score remains the same as in the previous step. If the teacher "Does Not Meet Standards", deduct 1 point from the score calculated in the previous step.

Domains 1-2 Score (from above)	
Core Professionalism (-0 or -1)	
Teacher Effectiveness Rubric Evaluation Score →	

Summative Evaluation Form

SMART GOALS CALCULATION

Calculation for a teacher who completed both a Class and Targeted SMART Goal.

	Rating (1-4)	x Weight (50%)	Weighted Score
Class SMART Goal		.50	
Targeted SMART Goal		.50	
		Sum of Weighted Scores	

Calculation for a teacher who completed only a Class SMART Goal.

	Rating (1-4)	x Weight 100%)	Weighted Score
Class SMART Goal		1.0	
		Weighted Score	

FINAL SUMMATIVE SCORE

OVERALL CATEGORY RESULTS	Score	Weight	Weight Rating	Final Summative Evaluation Score
Teacher Effectiveness Rubric Evaluation Score (TER=80%)		x (.80)		
SMART Goal or Indiana Growth Model Rating (SMG or IGM Rating=10%)		x (.10)		
School-wide Letter Grade (SWLG=10%) A=4, B=3, C=2, D/F=1		x (.10)		____ + ____ + ____ = ____ TER Score + SMG + SWLG = Final Summative

Final Summative Rating:

Use this chart and the Final Summative Evaluation Score to determine the teacher's Final Summative Rating.

3.5 – 4.0 **Highly Effective**

2.6 – 3.49 **Effective**

1.75 – 2.59 **Improvement Necessary**

1.0 – 1.74 **Ineffective**

☐ **Ineffective** ☐ **Improvement Necessary**

☐ **Effective** ☐ **Highly Effective**

Summative Evaluation Form

Administration recommendations:

☐ Contract may be renewed for the next school year.

☐ Contract may be renewed pending future evaluation.

☐ Contract may be renewed pending successful completion of teacher improvement plan

☐ Insufficient progress on improvement plan(s); Decision regarding employment pending

☐ Contract should not be renewed for next school year

☐ Contract should be cancelled immediately

Teacher Signature

I have met with my evaluator to discuss the information on this form and have received a copy.

Signature: _____ Date: _____

Evaluator Signature

I have met with this teacher to discuss the information on this form and provided a copy.

Signature: _____ Date: _____

Negative Impact on Student Learning:

1. Negative Impact on student learning for teachers measured by statewide assessment will be determined by IDOE.
2. Negative Impact on student learning for teachers whose classes are NOT measured by statewide assessment is as follows:
   If a teacher meets the following criteria, he or she will not be eligible to receive a summative rating in the Effective or Highly Effective range.
   - Teacher receives an ineffective rating on his/her SLO

A-20

Developing A Child . . .

BLACKFORD

ONE COUNTY • ONE SCHOOL • ONE SPIRIT •

BC/BCS Alliance

One Family At A Time

BLACKFORD COUNTY SCHOOLS TEACHER EFFECTIVENESS RUBRIC

Revised August 2018

DOMAIN 1: PURPOSEFUL PLANNING

Teachers use Indiana content area standards to develop a rigorous curriculum relevant for all students: building meaningful units of study, continuous assessments and a system for tracking student progress as well as plans for accommodations and changes in response to a lack of student progress. (Refer to the Blackford County Schools Lesson Plan Template)

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 1.1 **The teacher plans instruction to achieve desired objectives which reflect corporation curriculum maps, State curriculum mandates, State standards, or IEPs**	Teacher is highly effective at developing lesson plans that align with curriculum maps, State curriculum/standards, or IEPs *At Level 4, a teacher fulfills the criteria for Level 3 and additionally:* -Teacher supplements instruction with resource material that expands curriculum beyond mandated standards and maps. -Teacher anticipates student reaction to content, allocating appropriate time or plan is flexible with time, to accommodate needs of students. -Teacher incorporates different strategies in planning to reach every student at his/her level of understanding.	Teacher is effective at developing lesson plans that align with curriculum maps, State curriculum/standards, or IEPs -Teacher implements instruction, which reflects student objectives based on curriculum maps, State Standards and/or IEP. -Teacher selects appropriate learning activities for lessons. -Teacher develops lesson plans that are clear, logical and sequential. -Teacher gives evidence of adequate planning and preparation. -Teacher provides adequate plans for substitute teachers.	Teacher needs improvement at developing lesson plans that align with curriculum maps, State curriculum/standards, or IEPs -Teacher utilizes curriculum maps, State Standards and/or IEP's in a manner that is not always consistent or logical. -Teacher use of lesson plans often does not match instruction in the classroom. -Teacher relies heavily on using textbook lessons for planning. -Teacher provides incomplete plans for a substitute teacher on a regular basis.	Teacher is ineffective at developing lesson plans that align with curriculum maps, State curriculum/standards, or IEPs -Teacher rarely relies on curriculum maps, State Standards and/or IEP's to develop objectives. -Teacher rarely develops lesson plans that are based on curriculum maps, State Standards and/or IEP's. -Teacher does not leave plans for a substitute when needed.
Competency 1.2 **The teacher selects and creates comprehensive materials and resources compatible with student abilities and needs**	The teacher is highly effective at selecting/creating materials and resources compatible with student abilities and needs. *At Level 4, a teacher fulfills the criteria for Level 3 and additionally:* -Teacher incorporates resources by anticipating where these will be needed to enhance instruction. -Teacher encourages students to explore new sources of learning. -Teacher incorporates unique materials and resources in planning to reach every student at his/her level of understanding.	The teacher is effective at selecting/creating materials and resources compatible with student abilities and needs. -Teacher selects a variety of materials and media that support the basic curriculum. -Teacher utilizes available technological resources. -Teacher selects materials, media and equipment which address varied learning styles of students. -Teacher ensures that all students have materials and media that are appropriate and challenging.	The teacher needs improvement at selecting/creating materials and resources compatible with student abilities and needs. -Teacher selects materials to support the curriculum that are inconsistent with the objectives of the lesson. -Teacher selects materials to support varied learning styles on an irregular basis. -Teacher plans concentrate on content without considering student needs.	The teacher is ineffective at selecting/creating materials and resources compatible with student abilities and needs. -Teacher rarely selects materials to support the curriculum and frequently covers topics that are not consistent with mandated curriculum. -Teacher appears neither sensitive to, nor plans for, the varied learning styles and challenges of students in the classroom.

Competency 1.3 **The teacher creates and uses assessment results to make both daily and long-range instructional decisions**	Teacher is highly effective at creating and using assessment results to make both daily and long-range instructional decisions. *At Level 4, a teacher fulfills the criteria for Level 3 and additionally:* -Teacher uses summative and formative assessments where necessary and uses all assessments to directly inform instruction. -Teacher uses a variety of assessment or student data to plan and set ambitious goals for courses. -Teacher uses daily checks for understanding to drive lesson planning for the following day.	Teacher is effective at creating and using assessment results to make both daily and long-range instructional decisions. -Teacher creates and selects suitable assessment strategies. -Teacher uses results from a variety of assessments to monitor and modify instruction as needed. - Teacher organizes, maintains, and uses records of student progress to make instructional decisions that promote student learning. -Teacher creates or selects assessment materials, which are consistent with current course content and promote higher levels of learning.	Teacher needs improvement at creating and using assessment results to make both daily and long-range instructional decisions. -Teacher mainly utilizes mandated assessment results to plan for instruction. -Teacher uses only textbook assessments to evaluate learning. -Teacher maintains few assessment records on each student beyond the mandated assessment results. -Teacher does not utilize prior student data or assessments for planning.	Teacher is ineffective at creating and using assessment results to make both daily and long-range instructional decisions. -Teacher rarely utilizes assessments results beyond those from mandated assessments to plan for instruction. -Teacher may not use appropriate assessments, e.g., performance assessments, where needed. -Teacher rarely uses assessments beyond Bloom's Taxonomy level one.
Competency 1.4: **Track Student Data and Analyze Progress**	Teacher is highly effective at tracking student data and analyzing progress *At Level 4, a teacher fulfills the criteria for Level 3 and additionally:* - Uses daily checks for understanding for additional data Points. - Updates tracking system daily. - Uses data analysis of student progress to drive lesson planning for the following day.	Teacher is effective at tracking student data and analyzing progress - Uses an effective method for recording student assessment and progress data - Analyzing student progress towards mastery and planning future lessons/units accordingly - Maintaining a grading system aligned to student learning goals - Record weekly student academic expectations such as upcoming assignments, quizzes, weekly academic focus, assessments, etc., and information in Skyward and/or in other designated system determined by building administrator.	Teacher needs improvement at tracking student data and analyzing progress - Teacher irregularly records student assessment and progress data - Does not consistently use a grading process or system for recording student progress - Does not use data to analyze student progress towards mastery or to plan future lessons/learning experiences - - Does not have grading system that appropriately aligns with student learning goals or that is updated weekly in the student management system.	Teacher is ineffective at tracking student data and analyzing progress - Teacher rarely or never uses a data tracking system to record student assessment/progress data and/or has no discernable grading system in Skyward and/or in other designated system.

DOMAIN 2: EFFECTIVE INSTRUCTION

Teachers facilitate student academic practice so that all students are participating and have the opportunity to gain mastery of the objectives in a classroom environment that fosters a climate of urgency and expectation around achievement, excellence and respect.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.1:	Teacher is highly effective at developing student understanding and mastery of lesson objectives	Teacher is effective at developing student understanding and mastery of lesson objectives	Teacher needs improvement at developing student understanding and mastery of lesson objectives	Teacher is ineffective at developing student understanding and mastery of lesson objectives
Develop student understanding and mastery of lesson objectives	*At Level 4, a teacher fulfills the criteria for Level 3 and additionally:* - Students can explain what they are learning and why it is important, beyond repeating the stated objective - Teacher effectively engages prior knowledge of students in connecting to lesson. Students demonstrate through work or comments that they understand this connection	- Lesson objective is specific, measurable, and aligned to standards. It conveys what students are learning and what they will be able to do by the end of the lesson - Objective is written in a student-friendly manner and/or explained to students in easy- to-understand terms - Importance of the objective is explained so that students understand why they are learning what they are learning - Lesson builds on students' prior knowledge of key concepts and skills and makes this connection evident to students - Lesson is well-organized to move students towards mastery of the objective	- Lesson objective conveys what students are learning and what they will be able to do by the end of the lesson, but may not be aligned to standards or measurable - Objective is stated, but not in a student-friendly manner that leads to understanding - Teacher attempts explanation of importance of objective, but students fail to understand - Lesson generally does not build on prior knowledge of students or students fail to make this connection - Organization of the lesson may not always be connected to mastery of the objective	- Lesson objective is missing more than one component. It may not be clear about what students are learning or will be able to do by the end of the lesson. - There may not be a clear connection between the objective and lesson, or teacher may fail to make this connection for students. - Teacher may fail to discuss importance of objective or there may not be a clear understanding amongst students as to why the objective is important. - There may be no effort to connect objective to prior knowledge of students - Lesson is disorganized and does not lead to mastery of objective.

Notes:

1. One way in which an observer could effectively gather information to score this standard is through brief conversations with students (when appropriate).
2. In some situations, it may not be appropriate to state the objective for the lesson (multiple objectives for various "centers", early-childhood inquiry-based lesson, etc). In these situations, the observer should assess whether or not students are engaged in activities that will lead them towards mastery of an objective, even if it is not stated.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.2:	Teacher is highly effective at demonstrating and clearly communicating content knowledge to students	Teacher is effective at demonstrating and clearly communicating content knowledge to students	Teacher needs improvement at demonstrating and clearly communicating content knowledge to students	Teacher is ineffective at demonstrating and clearly communicating content knowledge to students
Demonstrate and Clearly Communicate Content Knowledge to Students	*At Level 4, a teacher fulfills the criteria for Level 3 and additionally:* - Teacher fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding - Teacher effectively connects content to other content areas, students' experiences and interests, or current events in order to make content relevant and build interest - Explanations spark student excitement and interest in the content - Students participate in each other's learning of content through collaboration during the lesson - Students ask higher-order questions and make connections independently, demonstrating that they understand the content at a higher level	- Teacher demonstrates content knowledge and delivers content that is factually correct - Content is clear, concise and well-organized - Teacher restates and rephrases instruction in multiple ways to increase understanding - Teacher emphasizes key points or main ideas in content - Teacher uses developmentally appropriate language and explanations - Teacher implements relevant instructional strategies learned via professional development	-Teacher delivers content that is factually correct - Content occasionally lacks clarity and is not as well organized as it could be - Teacher may fail to restate or rephrase instruction in multiple ways to increase understanding - Teacher does not adequately emphasize main ideas, and students are sometimes confused about key takeaways - Explanations sometimes lack developmentally appropriate language - Teacher does not always implement new and improved instructional strategies learned via professional development	- Teacher may deliver content that is factually incorrect - Explanations may be unclear or incoherent and fail to build student understanding of key concepts - Teacher continues with planned instruction, even when it is obvious that students are not understanding content - Teacher does not emphasize main ideas, and students are often confused about content - Teacher fails to use developmentally appropriate language - Teacher does not implement new and improved instructional strategies learned via professional development

Notes:

1. Content may be communicated by either direct instruction or guided inquiry depending on the context of the classroom or lesson.
2. If the teacher presents information with any mistake that would leave students with a significant misunderstanding at the end of the lesson, the teacher should be scored a Level 1 for this competency.
3. Instructional strategies learned via professional development may include information learned during instructional coaching sessions as well as mandatory or optional school or district-wide PD sessions.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.3:	Teacher is highly effective at engaging students in academic content	Teacher is effective at engaging students in academic content	Teacher needs improvement at engaging students in academic content	Teacher is ineffective at engaging students in academic content
Engage students in academic content	*At Level 4, a teacher fulfills the criteria for Level 3 and additionally:* - Teacher provides ways to engage with content that significantly promotes student mastery of the objective - Teacher provides differentiated ways of engaging with content specific to individual student needs - The lesson progresses at an appropriate pace so that students are never disengaged, and students who finish early have something else meaningful to do - Teacher effectively integrates technology as a tool to engage students in academic content	-3/4 or more of students are actively engaged in content at all times and not off-task - Teacher provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective - Ways of engaging with content reflect different learning modalities or intelligences - Teacher adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged - ELL and IEP students have the appropriate accommodations to be engaged in content - Students work hard and are deeply active rather than passive/receptive (See Notes below for specific evidence of engagement)	- Fewer than 3/4 of students are engaged in content and many are off-task - Teacher may provide multiple ways of engaging students, but perhaps not aligned to lesson objective or mastery of content - Teacher may miss opportunities to provide ways of differentiating content for student engagement - Some students may not have the prerequisite skills necessary to fully engage in content and teacher's attempt to modify instruction for these students is limited or not always effective - ELL and IEP students are sometimes given appropriate accommodations to be engaged in content - Students may appear to actively listen, but when it comes time for participation are disinterested in engaging	- Fewer than 1/2 of students are engaged in content and many are off-task - Teacher may only provide one way of engaging with content OR teacher may provide multiple ways of engaging students that are not aligned to the lesson objective or mastery of content - Teacher does not differentiate instruction to target different learning modalities - Most students do not have the prerequisite skills necessary to fully engage in content and teacher makes no effort to adjust instruction for these students - ELL and IEP students are not provided with the necessary accommodations to engage in content - Students do not actively listen and are overtly disinterested in engaging.

Notes:

1. The most important indicator of success here is that students are actively engaged in the content. For a teacher to receive credit for providing students a way of engaging with content, students must be engaged in that part of the lesson.
2. Some observable evidence of engagement may include (but is not limited to): (a) raising of hands to ask and answer questions as well as to share ideas; (b) active listening (not off-task) during lesson; or (c) active participation in hands-on tasks/activities.
3. Teachers may provide multiple ways of engaging with content via different learning modalities (auditory, visual, and kinesthetic/tactile) or via multiple intelligences (spatial, linguistic, musical, interpersonal, logical-mathematical, etc.). It may also be effective to engage students via two or more strategies targeting the same modality

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.4: **Check for Understanding**	Teacher is highly effective at checking for understanding	Teacher is effective at checking for understanding	Teacher needs improvement at checking for understanding	Teacher is ineffective at checking for understanding
	At Level 4, a teacher fulfills the criteria for Level 3 and additionally: - Teacher checks for understanding at higher levels by asking pertinent, scaffold questions that push thinking; accepts only high quality student responses (those that reveal understanding or lack thereof) - Teacher uses open-ended questions to surface common misunderstandings and assess student mastery of material at a range of both lower and higher-order thinking	- Teacher checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward) - Teacher uses a variety of methods to check for understanding that are successful in capturing an accurate "pulse" of the class's understanding - Teacher uses wait time effectively both after posing a question and before helping students think through a response - Teacher doesn't allow students to "opt-out" of checks for understanding and cycles back to these students - Teacher systematically assesses every student's mastery of the objective(s) at the end of each lesson through formal or informal assessments (see note for examples)	- Teacher sometimes checks for understanding of content, but misses several key moments - Teacher may use more than one type of check for understanding, but is often unsuccessful in capturing an accurate "pulse" of the class's understanding - Teacher may not provide enough wait time after posing a question for students to think and respond before helping with an answer or moving forward with content - Teacher sometimes allows students to "opt-out" of checks for understanding without cycling back to these students - Teacher may occasionally assess student mastery at the end of the lesson through formal or informal assessments.	- Teacher rarely or never checks for understanding of content, or misses nearly all key moments -Teacher does not check for understanding, or uses only one ineffective method repetitively to do so, thus rarely capturing an accurate "pulse" of the class's understanding - Teacher frequently moves on with content before students have a chance to respond to questions or frequently gives students the answer rather than helping them think through the answer. - Teacher frequently allows students to "opt-out" of checks for understanding and does not cycle back to these students - Teacher rarely or never assesses for mastery at the end of the lesson

Notes:

1. Examples of times when checking for understanding may be useful are: before moving on to the next step of the lesson, or partway through independent practice.
2. Examples of how the teacher may assess student understanding and mastery of objectives:

• Checks for Understanding: thumbs up/down, cold-calling
• Do Knows, Turn and Talk/ Pair Share, Guided or Independent Practice, Exit Slips

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.5:	Teacher is highly effective at modifying instruction as needed	Teacher is effective at modifying instruction as needed	Teacher needs improvement at modifying instruction as needed	Teacher is ineffective at modifying instruction as needed
Modify Instruction As Needed	*At Level 4, a teacher fulfills the criteria for Level 3 and additionally:* - Teacher anticipates student misunderstandings and preemptively addresses them - Teacher is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement	- Teacher makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students - Teacher responds to misunderstandings with effective scaffolding techniques - Teacher doesn't give up, but continues to try to address misunderstanding with different techniques if the first try is not successful	- Teacher may attempt to make adjustments to instruction based on checks for understanding, but these attempts may be misguided and may not increase understanding for all students - Teacher may primarily respond to misunderstandings by using teacher-driven scaffolding techniques (for example, re-explaining a concept), when student-driven techniques could have been more effective - Teacher may persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding	- Teacher rarely or never attempts to adjust instruction based on checks for understanding, and any attempts at doing so frequently fail to increase understanding for students - Teacher only responds to misunderstandings by using teacher-driven scaffolding techniques - Teacher repeatedly uses the same technique to respond to misunderstandings, even when it is not succeeding

Notes:

1. In order to be effective at this competency, a teacher must have at least scored a 3 on competency 2.4 - in order to modify instruction as needed, one must first know how to check for understanding.
2. A teacher can respond to misunderstandings using "scaffolding" techniques such as: activating background knowledge, asking leading questions, breaking the task into small parts, using mnemonic devices or analogies, using manipulative or hands-on models, using "think alouds", providing visual cues, etc.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.6: **Develop Higher Level of Understanding through Rigorous Instruction and Work**	Teacher is highly effective at developing a higher level of understanding through rigorous instruction and work	Teacher is effective at developing a higher level of understanding through rigorous instruction and work	Teacher needs improvement at developing a higher level of understanding through rigorous instruction and work	Teacher is ineffective at developing a higher level of understanding through rigorous instruction and work
	At Level 4, a teacher fulfills the criteria for Level 3 and additionally: - Lesson is accessible and challenging to all students - Students are able to answer higher-level questions with meaningful responses - Students pose higher-level questions to the teacher and to each other - Teacher highlights examples of recent student work that meets high expectations; Insists and motivates students to do it again if not great - Teacher encourages students' interest in learning by providing students with additional opportunities to apply and build skills beyond expected lesson elements (e.g. extra credit or enrichment assignments)	- Lesson is accessible and challenging to almost all students - Teacher frequently develops higher-level understanding through effective questioning - Lesson pushes almost all students forward due to differentiation of instruction based on each student's level of understanding - Students have opportunities to meaningfully practice, apply, and demonstrate that they are learning - Teacher shows patience and helps students to work hard toward mastering the objective and to persist even when faced with difficult tasks	- Lesson is not always accessible or challenging for students - Some questions used may not be effective in developing higher-level understanding (too complex or confusing) - Lesson pushes some students forward, but misses other students due to lack of differentiation based on students' level of understanding - While students may have some opportunity to meaningfully practice and apply concepts, instruction is more teacher-directed than appropriate - Teacher may encourage students to work hard, but may not persist in efforts to have students keep trying	- Lesson is not aligned with developmental level of students (may be too challenging or too easy) - Teacher may not use questioning as an effective tool to increase understanding. Students only show a surface understanding of concepts. - Lesson rarely pushes any students forward. Teacher does not differentiate instruction based on students' level of understanding. - Lesson is almost always teacher directed. Students have few opportunities to meaningfully practice or apply concepts. - Teacher gives up on students easily and does not encourage them to persist through difficult tasks

Notes:

1. Examples of types of questions that can develop higher-level understanding:
- Activating higher levels of inquiry on Bloom's taxonomy (using words such as "analyze", "classify", "compare", "decide", "evaluate", "explain", or "represent")
- Asking students to explain their reasoning
- Asking students to explain why they are learning something or to summarize the main idea
- Asking students to apply a new skill or concept in a different context
- Posing a question that increases the rigor of the lesson content
- Prompting students to make connections to previous material or prior knowledge

2. Higher-level questioning should result in higher-level student understanding. If it does not, credit should not be given.
3. Challenging tasks rather than questions may be used to create a higher-level of understanding, and if successful, should be credited in this competency
4. The frequency with which a teacher should use questions to develop higher-level understanding will vary depending on the topic and type of lesson.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.7: **Maximize Instructional Time**	Teacher is highly effective at maximizing instructional time *At Level 4, a teacher fulfills the criteria for Level 3 and additionally:* - Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when without prompting from the teacher - Students are always engaged in meaningful work while waiting for the teacher (for example, during attendance) - Students share responsibility for operations and routines and work well together to accomplish these tasks - All students are on-task and follow instructions of teacher without much prompting - Disruptive behaviors and off-task conversations are rare; When they occur, they are always addressed without major interruption to the lesson	Teacher is effective at maximizing instructional time - Students arrive on-time and are aware of the consequences of arriving late (unexcused) - Class starts on-time - Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when with minimal prompting from the teacher - Students are only ever not engaged in meaningful work for brief periods of time (for example, during attendance) - Teacher delegates time between parts of the lesson appropriately so as best to lead students towards mastery of objective - Almost all students are on-task and follow instructions of teacher without much prompting - Disruptive behaviors and off-task conversations are rare; When they occur, they are almost always addressed without major interruption to the lesson.	Teacher needs improvement at maximizing instructional time - Some students consistently arrive late (unexcused) for class without consequences - Class may consistently start a few minutes late - Routines, transitions, and procedures are in place, but require significant teacher direction or prompting to be followed - There is more than a brief period of time when students are left without meaningful work to keep them engaged - Teacher may delegate lesson time inappropriately between parts of the lesson - Significant prompting from the teacher is necessary for students to follow instructions and remain on-task - Disruptive behaviors and off-task conversations sometimes occur; they may not be addressed in the most effective manner and teacher may have to stop the lesson frequently to address the problem.	Teacher is ineffective at maximizing instructional time - Students may frequently arrive late (unexcused) for class without consequences - Teacher may frequently start class late. - There are few or no evident routines or procedures in place. Students are unclear about what they should be doing and require significant direction from the teacher at all times - There are significant periods of time in which students are not engaged in meaningful work - Teacher wastes significant time between parts of the lesson due to classroom management. - Even with significant prompting, students frequently do not follow directions and are off-task - Disruptive behaviors and off-task conversations are common and frequently cause the teacher to have to make adjustments to the lesson.

Notes:

1. The overall indicator of success here is that operationally, the classroom runs smoothly so that time can be spent on valuable instruction rather than logistics and discipline.
2. It should be understood that a teacher can have disruptive students no matter how effective he/she may be. However, an effective teacher should be able to minimize disruptions amongst these students and when they do occur, handle them without detriment to the learning of other students.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	Teacher is highly effective at	Teacher is effective at creating a	Teacher needs improvement at creating	Teacher is ineffective at creating a

Competency 2.8:	creating a classroom culture of respect and collaboration	classroom culture of respect and collaboration	a classroom culture of respect and collaboration	classroom culture of respect and collaboration
Create Classroom Culture of Respect and Collaboration	*At Level 4, a teacher fulfills the criteria for Level 3 and additionally:* - Students are invested in the academic success of their peers as evidenced by unprompted collaboration and assistance - Students reinforce positive character and behavior and discourage negative behavior amongst themselves	- Students are respectful of their teacher and peers - Students are given opportunities to collaborate and support each other in the learning process - Teacher reinforces positive character and behavior and uses consequences appropriately to discourage negative behavior - Teacher has a good rapport with students, and shows genuine interest in their thoughts and opinions	- Students are generally respectful of their teacher and peers, but may occasionally act out or need to be reminded of classroom norms - Students are given opportunities to collaborate, but may not always be supportive of each other or may need significant assistance from the teacher to work together - Teacher may praise positive behavior OR enforce consequences for negative behavior, but not both - Teacher may focus on the behavior of a few students, while ignoring the behavior (positive or negative) of others	- Students are frequently disrespectful of teacher or peers as evidenced by discouraging remarks or disruptive behavior - Students are not given many opportunities to collaborate OR during these times do not work well together even with teacher intervention - Teacher rarely or never praises positive behavior - Teacher rarely or never addresses negative behavior

Notes:

1. If there is one or more instances of disrespect by the teacher toward students, the teacher should be scored a Level 1 for this standard.
2. Elementary school teachers more frequently will, and are sometimes required to have, expectations, rewards, and consequences posted visibly in the classroom. Whether or not these are visibly posted, it should be evident within the culture of the classroom that students understand and abide by a set of established expectations and are aware of the rewards and consequences of their actions.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)

Competency 2.9:	Teacher is highly effective at setting high expectations for academic success.	Teacher is effective at setting high expectations for academic success.	Teacher needs improvement at setting high expectations for academic success.	Teacher is ineffective at setting high expectations for student success.
Set High Expectations for Academic Success	*At Level 4, a teacher fulfills the criteria for Level 3 and additionally:* - Students participate in forming academic goals for themselves and analyzing their progress - Students demonstrate high academic expectations for themselves - Student comments and actions demonstrate that they are excited about their work and understand why it is important	- Teacher sets high expectations for students of all levels - Students are invested in their work and value academic success as evidenced by their effort and quality of their work - The classroom is a safe place to take on challenges and risk failure (students do not feel shy about asking questions or bad about answering incorrectly) - Teacher celebrates and praises academic work. - High quality work of all students is displayed in the classroom	- Teacher may set high expectations for some, but not others - Students are generally invested in their work, but may occasionally spend time off-task or give up when work is challenging - Some students may be afraid to take on challenges and risk failure (hesitant to ask for help when needed or give-up easily) - Teacher may praise the academic work of some, but not others - High quality work of a few, but not all students, may be displayed in the classroom	- Teacher rarely or never sets high expectations for students - Students may demonstrate disinterest or lack of investment in their work. For example, students might be unfocused, off-task, or refuse to attempt assignments - Students are generally afraid to take on challenges and risk failure due to frequently discouraging comments from the teacher or peers - Teacher rarely or never praises academic work or good behavior - High quality work is rarely or never displayed in the classroom

Note:
1. There are several ways for a teacher to demonstrate high expectations - through encouraging comments, higher-level questioning, appropriately rigorous assignments, expectations written and posted in the classroom, individual student work plans, etc.

These indicators illustrate the minimum competencies expected in any profession. These are separate from the other sections in the rubric because they have little to do with teaching and learning and more to do with basic employment practice. Teachers are expected to meet these standards. If they do not, it will affect their overall rating negatively.

Indicator		Does Not Meet Standard	Meets Standard
1	**Attendance**	Individual demonstrates a pattern of unexcused absences *	Individual has not demonstrated a pattern of unexcused absences*
2	**On-Time Arrival**	Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)	Individual has not demonstrated a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)
3	**Policies and Procedures**	Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. Procedures for posting weekly academic information in power school, procedures for submitting discipline referrals, policies for appropriate attire, procedures for security of school property and technical equipment etc.)	Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for posting weekly academic information in power school, procedures for submitting discipline referrals, policies for appropriate attire, procedures for security of school property and technical equipment. etc.)
4	**Respect**	Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner	Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner
5	**Professional Development, Collaboration, and Practice**	Individual demonstrates a pattern of rarely or never participating in opportunities to work with or support others; students, parents, peers, administrators, and/or rarely or never attends professional development/collaborative opportunities	Individual demonstrates a pattern of actively participating in opportunities to work with, support and collaborate with others; students, parents, peers, administrators, etc., in an effort to improve knowledge and practice, and support or implement new practices into instruction.

* See BCS definition for "unexcused absence."

Blackford County Schools
Principal Effectiveness Rubric

Evaluation Based Upon

RISE
Evaluation and Development System

Domain 1: School Culture and Academic Achievement

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Human Capital Manager					
1.3 and 1.10	**Professional development and Teacher collaboration**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Frequently creating learning opportunities in which highly effective teachers support their peers; – Monitoring collaborative efforts to ensure a constant focus on student learning; – Tracking best collaborative practices to solve specific challenges; – Holding collaborating teams accountable for their results. – Efficiently and creatively orchestrating professional learning opportunities in order to maximize time and resources dedicated to learning opportunities.	**Principal supports teacher collaboration by:** – Providing learning opportunities to teachers aligned to professional needs based on student academic performance data and teacher evaluation results; – Establishing a culture of collaboration with student learning and achievement at the center as evidenced by systems such as common planning periods; – Engaging staff in teamwork, reflection, conversation, sharing, openness, and collective problem solving; – Aligning teacher collaborative efforts to the school's vision/mission.	**Principal supports teacher collaboration by:** – Providing generalized learning opportunities aligned to the professional needs of some teachers based on student academic performance data; – Establishing a culture of collaboration without a clear or explicit focus on student learning and achievement; – Supporting and encouraging teamwork and collaboration in a limited number of ways; – Occasionally aligning teacher collaborative efforts to instructional practices.	**Principal <u>does not</u> support teacher collaboration by:** – Providing generic or low-quality learning opportunities unrelated to or uninformed by student academic performance data; – Failing to establish or support a culture of collaboration through not establishing systems such as common planning periods; – Discouraging teamwork, openness, and collective problem solving by failing to provide staff with information pertaining to problems and/or ignoring feedback; – Rarely or never aligning teacher collaborative efforts to instructional practices. – Failing to provide professional learning opportunities based on evaluation results.
1.13	**Instructional time**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Systematically monitors the use of instructional time to create innovative opportunities for increased and/or enhanced instructional time.	**Principal supports instructional time by:** – Removing all sources of distractions of instructional time; – Promoting the sanctity of instructional time; – Ensuring every minute of instructional time is maximized in the service of student learning and achievement, and free from distractions.	**Principal supports instructional time by:** – Removing major sources of distractions of instructional time; – Attempting to promote sanctity of instructional time but is hindered by issues such as school discipline, lack of high expectations, etc; – Occasionally allowing unnecessary non-instructional events and activities to interrupt instructional time.	**Principal <u>does not</u> support instructional time by:** – Failing to establish a culture in which instructional time is the priority, as evidenced by discipline issues, attendance, interruptions to the school day, etc; – Rarely or never promoting the sanctity of instructional time; – Frequently allowing and/or encouraging unnecessary non-instructional events and activities to interrupt instructional time.
2.4	**Initiative**	**At Level 4, a principal fulfills the**	**Principal displays initiative and**	**Principal displays initiative and**	**Principal <u>does not</u> display initiative**

	and persistence	**criteria for Level 3 and additionally:** – Exceeding typical expectations to accomplish ambitious goals; – Regularly identifying, communicating, and addressing the school's most significant obstacles to student achievement; – Engaging with key stakeholders at the district and state level, and within the local community to create solutions to the school's most significant obstacles to student achievement.	**persistence by:** – Consistently achieving expected goals; – Taking on voluntary responsibilities that contribute to school success; – Taking risks to support students in achieving results by identifying and frequently attempting to remove the school's most significant obstacles to student achievement; – Seeking out potential partnerships with groups and organizations with the intent of increasing student achievement.	**persistence by:** – Achieving most, but not all expected goals; – Occasionally taking on additional, voluntary responsibilities that contribute to school success; – Occasionally taking risks to support students in achieving results by attempting to remove the school's most significant obstacles to student achievement; – Infrequently seeking out potential partnerships with groups and organizations with the intent of increasing student achievement.	**and persistence by:** – Rarely or never achieving expected goals; – Rarely or never taking on additional, voluntary responsibilities that contribute to school success; – Rarely or never taking risks to support students in achieving results; – Never seeking out potential partnerships.
New	**School Discipline**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – All staff utilize monthly referral data and know their efforts can decrease the number of student referrals – All staff utilize data identifying most frequent referral type and can demonstrate the plan in place to improve – All staff utilize data identifying students with highest number of referrals and suspensions and can demonstrate the plan in place to improve – All teachers know and can demonstrate their plan in place to decrease the number of referrals particularly those that have written the most	**Principal leads a disciplined building by:** – Displaying and utilizing monthly referral data (by month and yearly total-previous year comparison) – Displaying and utilizing data identifying most frequent referral type – Displaying and utilizing data identifying students with highest number of referrals and suspensions – Utilizing data identifying teachers that most frequently refer; – Frequently communicating this information to teachers and staff	**Principal leads a disciplined building by:** – Displaying monthly referral data (by month and yearly total-previous year comparison) – Displaying data identifying most frequent referral type – Displaying data identifying students with highest number of referrals and suspensions – Knowing which teachers as indicated by the data that most frequently refer – Communicating this information to teachers and staff inconsistently	**Principal does not lead a disciplined building by:** – Displaying incomplete or inaccurate monthly referral data (by month and yearly total-previous year comparison) – Displaying incomplete or inaccurate data identifying most frequent referral type – Displaying incomplete or inaccurate data identifying students with highest number of referrals and suspensions – Not knowing the data identifying the teachers that most frequently refer – Rarely or never communicating accurate and correct information to teachers and staff
New	**Student Achievement**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – All staff demonstrate a shared	**Principal leads a culture of student achievement by:** – Displaying and utilizing most	**Principal leads a culture of student achievement by:** – Displaying most recent accountability	**Principal <u>does not</u> lead a culture of student achievement by:** – Displaying incomplete or inaccurate

		ownership through personal contributions to improve student achievement – All students know most recent accountability/formative data and can explain the steps needed to improve achievement – Ensuring the culture of urgency is sustainable by celebrating progress while maintaining a focus on continued improvement;	recent accountability data (school-wide and by grade-level) to accomplish ambitious school goals – Displaying and utilizing most recent formative assessment data which is aligned to rigorous accountability data goals – Displaying and utilizing most recent formative assessment data by teacher which is aligned to rigorous accountability goals – Frequently communicating this information to teachers and staff	data (school-wide and by grade-level) – Displaying most recent formative school-wide assessment data – Displaying most recent formative assessment data by teacher – Setting expectations but failing to hold students and/or teachers accountable to high expectations – Communicating this information to teachers and staff inconsistently	accountability data (school-wide and by grade-level) – Displaying incomplete or inaccurate school-wide formative assessment data – Displaying incomplete or inaccurate formative assessment data by teacher – Rarely or never Communicating this information to teachers and staff – Failing to create academic goals or priorities OR has created academic goals and priorities that are not ambitious; – Rarely or never communicating accurate and complete student achievement data to teachers and staff
New	**Attendance**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – All staff demonstrate shared ownership through personal contributions to improving student attendance; – All staff model the importance of improving staff attendance – All students understand and can explain the importance of improving attendance	**Principal improves school attendance by:** – Displaying and utilizing student attendance data (last year total, this year total, by month last year/this year) which is aligned to school goal – Displaying and utilizing teacher attendance data (last year total, this year total, by month last year/this year) which is aligned to school goal – Frequently communicating this information to teachers and staff	**Principal improves school attendance by:** – Displaying student attendance data (last year total, this year total, by month last year/this year) which is aligned to school goal – Displaying teacher attendance data (last year total, this year total, by month last year/this year) which is aligned to school goal – Communicating this information to teachers and staff inconsistently	**Principal <u>does not</u> improve school attendance by:** – Displaying incomplete or inaccurate student attendance data – Displaying incomplete or inaccurate teacher attendance data – Rarely or never communicating accurate and complete student and staff attendance data to teachers and staff
New	**Graduation Rate (HS Only)**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – All staff demonstrate a shared ownership to improve the graduation rate through personal	**Principal improves graduation rate by:** – Displaying and utilizing current % of each grade level on track to graduate – Identifying senior students at risk	**Principal improves graduation rate by:** – Displaying current % of each grade level on track to graduate – Identifying senior students at risk of not graduating – no plan in place to assist	**Principal improves graduation rate by:** – Displaying incomplete or inaccurate % of each grade level on track to graduate – Displaying incomplete or inaccurate

		contributions; – Identifying junior students at risk of not graduating – plan in place to assist each student	of not graduating – plan in place to assist each student – Frequently communicating this information to teachers and staff	each student – Communicating this information to teachers and staff inconsistently	senior students at risk of not graduating – no plan in place to assist each student – Rarely or never communicating accurate and complete information to teachers and staff inconsistently

Non-Negotiable Leadership Expectations

		Meets Expectation	Fails to Meet Expectation
1.1	Hiring	Principal recruits, hires, and supports	Principal recruits, hires, and supports effective

		teachers by: – Utilizing and completing all required documentation for posting/hiring; – Consistently using teachers' displayed levels of effectiveness as the primary factor in recruiting, hiring, and assigning decisions; – Articulating, recruiting, and leveraging the personal characteristics associated with the school's stated vision – Creatively hiring the best possible candidates to fill vacancies to improve overall staff effectiveness	**teachers by:** – Occasionally does not utilize and/complete all required documentation for posting/hiring; – Occasionally using other factors not relevant to teachers' displayed levels of effectiveness as the primary factor in recruiting, hiring, and assigning decisions – Occasionally using teacher effectiveness as a secondary factor;
1.2	**Evaluation of teachers**	**Principal prioritizes and applies teacher evaluations by:** – Creating the time and/or resources necessary to ensure the accurate evaluation of every teacher in the building; – Using teacher evaluations to credibly differentiate the performance of teachers as evidenced by an alignment between teacher evaluation results and building-level performance; – Following processes and procedures outlined in the corporation evaluation plan for all staff members	**Principal prioritizes and applies teacher evaluations by:** – Not following all processes and procedures outlined in the corporation evaluation plan for all staff members. – Creating insufficient time and/or resources necessary to ensure the accurate evaluation of every teacher in the building; – Using teacher evaluations to partially differentiate the performance of teacher; – Accepting mediocrity from teachers and staff – failing to document deficiencies through evaluations
1.6	**Strategic assignment**	**Principal uses staff placement to support instruction by:** – Strategically assigning teachers and staff to employment positions based on qualifications, performance, and demonstrated effectiveness in a way that supports school goals and maximizes achievement for all students;	**Principal uses staff placement to support instruction by:** – Systematically assigning teachers and staff to employment positions based on several factors without always holding student academic needs as the first priority in assignment when possible. – Assigning teachers and staff to employment positions solely on qualifications, such as license or

		– Strategically assigning support staff to teachers and classes as necessary to support student achievement.	education, or other factors not directly related to student learning or academic needs.
1.7	**Addressing teachers who are in need of improvement or ineffective**	**Principal addresses teachers in need of improvement or ineffective by:** – Following statutory and contractual language for developing remediation plans for all teachers rated as ineffective or in need of improvement – Staying in frequent communication with teachers on remediation plans to ensure necessary support; – Objectively monitoring the success of remediation plans; – Following statutory and contractual language in counseling out or recommending dismissal of ineffective teachers.	**Principal addresses teachers in need of improvement or ineffective by:** – Failing to follow statutory and contractual language for developing remediation plans for all teachers rated as ineffective or in need of improvement – Failing to stay frequent communication with teachers on remediation plans to ensure necessary support; – Failing to objectively monitor the success of remediation plans; – Failing to follow statutory and contractual language in counseling out or recommending for dismissal ineffective teachers.
2.1	**Professionalism**	**Principal displays professionalism by**: – Modeling professional, ethical, and respectful behavior at all times; – Articulates and communicates appropriate behavior to all stakeholders, including parents and the community; – Expecting students and staff to	**Principal supports professionalism by:** – Failing to model professionalism at all times; – Failing to hold students and staff accountable for displaying professional, ethical, and respectful behavior at all times.

		display professional, ethical, and respectful behavior at all times.	
2.6	**Communication**	**Principal builds and strengthens relationships through skillful communicates by:** – Addressing issues in a manner that is respectful to all parties regardless of differing opinion – Messaging key concepts, such as the school's goals, needs, plans, success, and failures; – Interacting with a variety of stakeholders, including key groups such as students, families, community groups, central office, teacher union;	**Principal skillfully and clearly communicates by:** – Failing to address issues in a manner that is respectful to all parties regardless of differing opinion – Failing to message key concepts, such as the school's goals, needs, plans, success, and failures; – Demonstrating a pattern of failing to interact with a variety of stakeholders, including key groups such as students, families, community groups, central office, teacher union;
2.10	**Data usage in teams**	**Principal utilizes data by:** – Orchestrating frequent and timely team collaboration for data analysis; – Modeling, developing and supporting staff in formulating action plans for immediate implementation that are based on data analysis; – Data used as basis of decision making is transparent and communicated to all stakeholders;	**Principal utilizes data by:** – Failing to orchestrate frequent and timely team collaboration for data analysis; – Failing to model, develop and support staff in formulating action plans for immediate implementation that are based on data analysis; – Failing to transparently communicate the data that is used as basis of decision making to all stakeholders;

School Culture and Academic Achievement

Indicator	Rating
Professional development and Teacher collaboration	
Instructional time	
Initiative and persistence	

School Discipline	
Student Achievement	
Attendance	
Graduation Rate (HS Only)	
TOTAL	

Non-Negotiable Leadership Expectations

Indicator	Meets Expectations	Fails to Meet Expectations
Hiring		
Evaluation of teachers		
Strategic assignment		
Addressing teachers who are in need of improvement or ineffective		
Professionalism		
Communication		
Data usage in teams		

School Culture and Academic Achievement Total	Non-Negotiable Leadership Expectations (-.5 for each)	Rubric Score

Blackford County Schools Principal Effective Rubric Score

Blackford County Schools Summative Scoring

BCS Principal Effectiveness Rubric (80%): This score is obtained from the evaluation rating from the RISE Principal Effectiveness Rubric. The process for determining this is outlined in the rubric itself. It is weighted 80% of the principal's comprehensive rating.

	Category	Points
Blackford Community	Highly Effective (HE)	3.5 - 4.0

Schools Principal Effectiveness Rubric		
	Effective (E)	2.5 - 3.49
	Improvement Necessary (I)	1.75 - 2.49
	Ineffective (IN)	1 - 1.74

Administrative Student Learning Objectives (20%): This is an opportunity for administrators to focus on student learning beyond state mandated assessments. This component allows a principal to set two goals to suit local needs, focus on specific areas, or to emphasize growth if they are an underperforming school, etc. It is weighted 20% of the principal's comprehensive rating.

The guidelines for Administrative Student Learning Objectives are as follows:

1. Have two goals
2. Must be measurable
3. Must be collaboratively set by administrator and evaluator
4. May be district or school based
5. Must be based on student learning measures (student data)
6. Can be growth or achievement
7. May be based on whole school or subgroup populations

Some possible student learning data sources or areas a principal may set goals around include: IREAD K-2, IREAD 3, LAS Links, IMAST, Acuity, mCLASS, common assessments in social studies or science, non-state mandated assessments (NWEA, etc), AP data, the ACT suite of assessments, The College Board (SAT) suite of assessments, industry certification assessments, or graduation rate. Others may be used so long as they allow for guidelines 1-7 to be met.

Examples of data sources that aren't considered as "student learning" measures: attendance rates, discipline referral rates, survey results, or anything not based specifically on student academic achievement or growth.

The alignment for goal achievement, rating category, and points is as follows:

Expectation	Category	Points
Exceeds both goals	Highly Effective (HE)	4
Meets both goals, exceeds one	Highly Effective/Effective (HE/E)	3.5
Meets both goals	Effective (E)	3
Meets only one goal	Improvement Necessary (I)	2
Meets neither goal	Ineffective (IN)	1

A-43

Sample Goals

Elementary /Middle School examples:

- At least 20 out of 35 English Learner students in grades 3-5 will increase one or more proficiency levels on the LAS links assessment.
- The bottom 25% of grade 6-8 students, based on last year's ISTEP+ scores, will increase their ISTEP ELA passing rates by 10%.
- 70% of K-2 students will score a proficient or above on IREADK-2.

HS examples:

- The graduation rate for the High School will raise at least 5%, reaching 80% graduation rate by the end of the school year.
- The number of students scoring a 3, 4, or 5 on any AP test will increase from 105 last year to 120 this year.
- The average score on the SAT tests taken from January through May by 10th-12th grade students will increase to 1175.
- The bottom 25% of 10th grade students will increase their average scores on the English 10 ECA by 10 points.
- Increase the number of 10th- 12th grade students gaining college credit in dual credit courses from 20 to 35 by the end of the school year.
- Increase the number of career and technical students gaining career-ready certificates from 15 to 30 by the end of the school year.

Non-examples

- Increase the attendance rate at the High School from 75% to 85%.
- Reduce the number of average weekly referrals to the office from 36 to 20.

Blackford County Schools
Principal SLO Worksheet

(Beginning of Year Conference)

Goal #1:_____

_____

_____

Current Status of Goal 1: _____

_____

_____

Goal #2: _____

_____

_____

Current Status of Goal #2: _____

_____

_____

Principal Signature	Date	District Administrator Signature	Date

Blackford County Schools
Principal SLO Worksheet

(End of Year Conference)

Goal #1: _____

_____

_____

A-45

Current Status of Goal 1:_____

_____

_____

Goal #2:_____

_____

_____

Current Status of Goal #2:_____

_____

_____

Principal Signature _____ Date _____ District Administrator Signature _____ Date _____

Blackford County Schools
Summative Principal Evaluation Worksheet

	Raw Score x	Weight	Score
Rubric Rating		0.80	
Admin. SLO Rating		0.20	

	Comprehensive Effectiveness Rating	

Blackford County Schools Summative Score Scale	Category	Points
	Highly Effective (HE)	3.5 - 4.0
	Effective (E)	2.5 - 3.49
	Improvement Necessary (I)	1.75 - 2.49
	Ineffective (IN)	1 - 1.74

Final Summative Score:_____

Final Summative Rating:_____

_____ _____
Principal Signature Date

_____ _____
District Administrator Signature Date

School Psychologist Professional Practice Rubric

Purpose of the Rubric

The School Psychologist Professional Practice Rubric (SPPPR) was developed for three key purposes:

- To provide a description of the *key roles and responsibilities* of a school psychologist. The activity examples are not intended to be exhaustive and additional examples may need to be considered based upon an individual school psychologist's assignment and responsibilities.
- To *inform* the personnel evaluation process of school psychologists.
- To assist school administrators' *recognition* of effective school psychologists and *support of ongoing professional development* for their school psychology staff.

Development of the Rubric

The SPPPR was developed by a representative group of school psychologists and school administrators from across Indiana in collaboration with a workgroup of the Indiana Association of School Psychologists (IASP). Multiple stakeholders provided input and the rubric was piloted in 15 Indiana districts/cooperatives.

The Model for Comprehensive and Integrated School Psychological Services (National Association of School Psychologists [NASP], 2010) was utilized to develop the domains, indicators, and example activities. The SPPPR was also developed to align with personnel evaluation materials and requirements of the Indiana Department of Education. The below resources were also utilized:

Harvey, V. S., & Struzziero, J. A. (2008). Professional development and supervision of school psychologists: From intern to expert (2nd ed.) Thousand Oaks, CA: Corwin Press.

Skalski, A. K. (2011, March/April). Should Student Achievement Data Be Considered in the Evaluation of School Psychologists? NASP Communiqué. www.nasponline.org

Using the Rubric

Key considerations for using the SPPPR include:

- The SPPPR is designed to be one measure, or piece of information, used in the personnel evaluation of school psychologists. Additional information should be considered when making evaluation decisions.
- The SPPPR should be used as a self-assessment by a school psychologist. The ratings could be shared with a supervisor and considered in the evaluation process to determine final ratings and areas for future professional growth.
- School psychologists should provide evidence, or artifacts, to support their self-ratings on the SPPPR. Examples include: student progress monitoring data, educational evaluation reports, examples of student work, surveys/feedback on interactions with families, school staff, and community partners.
- The SPPPR should be completed by a supervisor who is familiar with school psychology practices, professional best practices, and ethical principles. When possible, a credentialed school psychologist should be the evaluator or at a minimum serve as one level of review.
- The activities listed for the rating categories (Highly Effective, etc.) are examples. The list is not exhaustive and a rating at that level does not require evidence of each listed practice. A school psychologist may be involved in other activities that should be considered when selecting the appropriate rating.
- Supervisor ratings on the SPPPR will be more accurate and valid when based on first-hand knowledge of the school psychologists' job performance. Observations, review of provided evidence/artifacts and self-ratings, and input from other school staff would be informative.
- The final SPPPR ratings should be reviewed and discussed by the supervisor and school psychologist. Identifying areas of effectiveness and exemplary practice as well as areas in need of improvement are essential for supporting school psychological practices that enhance student academic and mental health outcomes.
- Scoring of the SPPPR should take into consideration the domains determined applicable to the individual school psychologist. Normative data has not been collected for the SPPPR so decisions about criteria and overall classifications of effectiveness should be made at the local level.

School Psychologist Professional Practice Rubric

DOMAIN 1: ASSESSMENT, DATA-BASED DECISION MAKING, AND ACCOUNTABILITY

School psychologists utilize their knowledge of data-based decision making and accountability, diversity in development and learning, as well as research and program evaluation to assist staff with effective decision making regarding student needs

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1: Utilizes appropriate assessment and data collection methods Part of the School Psychologist's role? ☐No; Indicator Not Applicable to this Employee ☐Yes Rating:_____.	School Psychologist fulfills the criteria for Level 3 and additionally -Applies evaluation data and findings to intervention, instruction, programming, and services through written reports, intervention plans, and meetings/conferences with parents and/or school staff.	School Psychologist uses assessment and data collection methods that are -Appropriate for the intended purpose, -Appropriate and individualized for the specific student's cultural, linguistic and disability background, and -Of sufficient variety for the intended purpose.	School Psychologist uses assessment and data collection methods that are -Appropriate for the student, and -Administered, scored, and interpreted correctly But are -Limited in variety for the intended purpose, or -Limited in individualization for the specific student(s).	School Psychologist uses assessment and data collection methods that are -Inappropriate for purpose and/or student, or -Are administered, scored, or interpreted incorrectly.
1.2: Contributes to school-wide assessment and data-based practices for academic, social-emotional, and behavioral domains. Part of the School Psychologist's role? ☐No; Indicator Not Applicable to this Employee ☐Yes; Indicate domain(s) in which this Employee is involved: ☐Academic ☐Social-Emotional ☐Behavioral Rating:_____.	School Psychologist fulfills the criteria for Level 3 and additionally -Serves as a member of school building level teams (e.g., school improvement team, intervention team, etc.), -Conducts a needs assessment to guide the development and delivery of building/district school-wide programs, -Conducts evaluation of school-wide practices and programs to ensure effectiveness and guide continuous improvements, or -Assists with the development and/or delivery of staff professional development to support school-wide assessment practices.	School Psychologist contributes to school-wide assessment practices in a manner that meets the expectations of the role/school(s). Example activities include -Collects, or assists with collection, of student data to inform core curriculum and instructional practices, -Researches and helps select assessments for universal screening, -Summarizes universal screening and/or benchmarking data, -Applies data to curricular decisions and/or instructional practices.	School Psychologist is -Responsive to opportunities to contribute to school-wide assessment practices but contributions are **insufficient** to meet expectations of school(s)/role, and -Involved in continued professional growth and learning regarding school-wide practices.	School Psychologist -Lacks knowledge about school-wide assessment and data-based decision making practices, -Lacks knowledge about the collection and use of school-wide data, and/or -Fails to take advantage of opportunities to engage in school-wide assessment practices.

School Psychologist Professional Practice Rubric

DOMAIN 1: ASSESSMENT, DATA-BASED DECISION MAKING, AND ACCOUNTABILITY, continued				
Indicator	**Highly Effective (4)**	**Effective (3)**	**Improvement Necessary (2)**	**Ineffective (1)**
1.3: Contributes to progress monitoring and data-based decisions regarding intervention practices for academic, social-emotional, and behavioral domains. Part of the School Psychologist's role? ☐No; Indicator Not Applicable to this Employee ☐Yes; Indicate domain(s) in which this Employee is involved: ☐Academic ☐Social-Emotional ☐Behavioral Rating:_____.	School Psychologist fulfills the criteria for Level 3 and additionally -Serves as a member of student level teams (e.g., intervention team, problem solving team, etc.), -Conducts evaluation of intervention practices and programs to ensure effectiveness and guide continuous improvements, -Conducts supplemental diagnostic assessments to assist in intervention selection, -Assists with the development and/or delivery of staff professional development to support intervention practices.	School Psychologist contributes to progress monitoring and data-based decisions regarding intervention practices in a manner that meets the expectations of the school(s)/role. Example activities include -Collects, or assists with collection, of student progress monitoring data, -Researches and helps select assessments for progress monitoring, -Summarizes progress monitoring data, and -Applies progress monitoring data to intervention practices and decisions about need for additional services/supports.	School Psychologist is -Responsive to opportunities to contribute to progress monitoring and data-based decisions regarding intervention practices but contributions are **insufficient** to meet expectations of school(s)/role, and -Involved in continued professional growth and learning regarding progress monitoring and data-based decision making practices.	School Psychologist -Lacks knowledge about data-based problem solving practices, -Lacks knowledge about the collection and use of progress monitoring data, and/or -Fails to take advantage of opportunities to engage in progress monitoring practices.
1.4: Conducts special education evaluations to inform eligibility, service, and programming decisions. Part of the School Psychologist's role? ☐No; Indicator Not Applicable to this Employee ☐Yes Rating:_____.	School Psychologist fulfills the criteria for Level 3 and additionally -Effectively communicates evaluation findings to school staff through written reports and conferences, and/or -Utilizes evaluation findings to inform accurate eligibility, placement, and service decisions.	School Psychologist conducts evaluations that are -Compliant with minimum requirements of Article 7, -Appropriate for the student being evaluated, and -Informative for instructional and/or programming purposes.	School Psychologist conducts evaluations that are -Compliant with minimum requirements of Article 7 But are -Limited in appropriateness for the student being evaluated and/or -Limited in providing instructionally relevant information.	School Psychologist conducts evaluations that are -Not compliant with Article 7, and/or -Inappropriate for the student being evaluated.

School Psychologist Professional Practice Rubric

DOMAIN 1: ASSESSMENT, DATA-BASED DECISION MAKING, AND ACCOUNTABILITY, continued				
Indicator	**Highly Effective (4)**	**Effective (3)**	**Improvement Necessary (2)**	**Ineffective (1)**
1.5: Completes evaluations in a timely manner. Rating:_____.	Completed all in a timely manner	Few evaluations completed after compliance due dates for reasons outside the school psychologist's control	Few evaluations completed after compliance due dates for reasons within the school psychologist's control	Multiple evaluations completed past the compliance due dates
1.6: Utilizes technology as part of data-based decision making practices. Rating:_____.	School Psychologist fulfills the criteria for Level 3 and additionally -Utilizes technological tools and programs in innovative ways to meet the needs of school(s) and/or enhance job performance, -Provides mentoring and coaching to colleagues regarding the use of technological tools and programs, .	School Psychologist utilizes technology to meet the expectations of role and responsibilities. Example activities include using technological tools to -collect assessment data, when appropriate, -score data, -summarize data, -graph data, and/or -share data and findings with others.	School Psychologist is -Involved in continued professional growth and learning regarding the use of technological tools and programs, and/or -Knowledge and skill with technological tools and programs is **insufficient** to meet expectations of role/school(s).	School Psychologist -Lacks knowledge about the use of technological tools and programs, -Lacks the skills needed to use technological tools and programs, and/or -Fails to engage in professional growth and learning to gain needed knowledge and skills.

DOMAIN 2: INTERVENTIONS AND INSTRUCTIONAL SUPPORT TO DEVELOP ACADEMIC, SOCIAL, AND LIFE SKILLS

School psychologists utilize their knowledge of intervention and instructional support, mental health, prevention, and response to assist with the development and delivery of services to students to improve learning and student outcomes.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.1: Contributes to school-wide curricular and instructional practices for academic, social-emotional, and behavioral domains. Part of the School Psychologist's role? ☐No; Indicator Not Applicable to this Employee ☐Yes; Indicate domain(s) in which this Employee is involved: ☐Academic ☐Social-Emotional ☐Behavioral Rating:_____.	School Psychologist fulfills the criteria for Level 3 and additionally -Serves as a member of school building level teams (e.g., school improvement team, intervention team, etc.), -Conducts evaluation of school-wide practices and programs to ensure effectiveness and guide continuous improvements, or -Assists with the development and/or delivery of staff professional development to support school-wide practices.	School Psychologist contributes to school-wide curricular and instructional practices in a manner that is consistent with the expectations of the role/school(s). Example activities include -Researches and helps select instructional strategies, approaches, or programs, -Assists staff in learning and implementing new instructional strategies, approaches, or programs, -Assists in the collection of information about implementation integrity. -Assists with student safety and bullying activities.	School Psychologist is -Responsive to opportunities to contribute to school-wide curriculum and instruction practices but contributions are **insufficient** to meet expectations of role/school(s), and -Involved in continued professional growth and learning regarding curriculum and instruction for academic, social-emotional, or behavioral domains.	School Psychologist -Lacks knowledge about curriculum and standards for academic, social-emotional, and behavioral domains -Lacks knowledge about instructional strategies and approaches for academic, social-emotional, and behavioral domains, and/or -Fails to take advantage of opportunities to engage in continued professional growth and learning.
2.2: Contributes to intervention practices for academic, social-emotional, and behavioral domains. Part of the School Psychologist's role? ☐No; Indicator Not Applicable to this Employee ☐Yes; Indicate domain(s) in which this Employee is involved:	School Psychologist fulfills the criteria for Level 3 and additionally -Serves as a member of student level teams (e.g., intervention team, problem solving team, etc.), -Conducts evaluation of intervention practices and programs to ensure effectiveness and guide continuous improvements, or -Assists with the development and/or delivery of staff	School Psychologist contributes to intervention practices in a manner that meets the expectations of the role/school(s). Example activities include - Researches and helps select intervention strategies and approaches for school(s), -Helps develop intervention plans for individual students or small groups of students, -Applies progress monitoring data	School Psychologist is -Responsive to opportunities to contribute to intervention practices but contributions are **insufficient** to meet expectations of school(s)/role, and -Involved in continued professional growth and learning regarding intervention practices.	School Psychologist -Lacks knowledge about intervention strategies and practices, - Fails to take advantage of opportunities to engage in continued professional growth and learning.

	professional development to			

DOMAIN 2: INTERVENTIONS AND INSTRUCTIONAL SUPPORT TO DEVELOP ACADEMIC, SOCIAL, AND LIFE SKILLS, continued				
Indicator	**Highly Effective (4)**	**Effective (3)**	**Improvement Necessary (2)**	**Ineffective (1)**
☐Academic ☐Social-Emotional ☐Behavioral Rating:_____.	support intervention practices.	to intervention practices and decisions about need for additional services/supports. -Assists staff in learning and implementing new intervention strategies, approaches, or programs, -Provides intervention services to individual students or small groups, or -Assists in the collection of information about implementation integrity.		
2.3: Contributes to crisis response and intervention practices. Part of the School Psychologist's role? ☐No; Indicator Not Applicable to this Employee ☐Yes Rating:_____.	School Psychologist fulfills the criteria for Level 3 and additionally -Conducts evaluation of crisis response and intervention practices to assess effectiveness and guide continuous improvements, or -Assists with the development and/or delivery of staff professional development on crisis response and intervention. -Collaborates with community agencies to provide coordinated response and services to crisis situations.	School Psychologist contributes to crisis response and intervention practices in a manner that meets the expectations of the role/school(s). Example activities include - Assists in the development of crisis response and intervention plans, -Participates in school-wide crisis response and intervention training, -Provides crisis intervention services to students, staff, and community.	School Psychologist is -Responsive to opportunities to contribute to crisis response and intervention practices but contributions are **insufficient** to meet expectations of school(s)/role, and -Involved in continued professional growth and learning regarding crisis response and intervention.	School Psychologist -Lacks knowledge about crisis response and intervention practices. - Fails to take advantage of opportunities to engage in continued professional growth and learning

DOMAIN 2: INTERVENTIONS AND INSTRUCTIONAL SUPPORT TO DEVELOP ACADEMIC, SOCIAL, AND LIFE SKILLS, continued				
Indicator	**Highly Effective (4)**	**Effective (3)**	**Improvement Necessary (2)**	**Ineffective (1)**
2.4: Utilizes information about student background and characteristics to inform instruction, intervention, and service delivery decisions. Rating:_____.	School Psychologist fulfills the criteria for Level 3 and additionally -Assists with the development and/or delivery of staff professional development on student diversity. -Provides mentoring and coaching to colleagues regarding issues of diversity and student learning, -Applies knowledge in innovative ways to assist students, schools, and/or corporation. For example, addressing issues of disproportionality in special education identification or suspension/expulsion data.	School Psychologist -Demonstrates an understanding of the influence of diversity factors through recommended strategies, interventions, and/or programming, and -Knowledge and skills meet the expectations of the role and school(s) population.	School Psychologist -Is involved in continued professional growth regarding student diversity and academic, social-emotional, and behavioral outcomes But practices -Demonstrate limited application of this knowledge to instructional practices and programming/service delivery.	School Psychologist -Lacks an understanding of the influence of factors such as culture, linguistic, socioeconomic status, gender or gender identity, national origin, religion, disability, health status on student learning and behavior. - Fails to take advantage of opportunities to engage in continued professional growth and learning.

School Psychologist Professional Practice Rubric

DOMAIN 3: CONSULTATION AND COLLABORATION

School psychologists utilize their knowledge of school-wide practices to promote learning as well as consultation and collaboration to assist staff in creating and maintaining effective learning environments.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.1: Engages in consultation and collaboration with school staff. Rating:_____.	School Psychologist fulfills the criteria for Level 3 and additionally -Assists with the development and/or delivery of staff professional development on collaboration and consultation. -Provides mentoring and coaching to colleagues regarding consultation strategies. -Applies knowledge in innovative ways to assist students, schools, and/or corporation. For example, designing a process for collaborative team meetings.	School Psychologist effectively engages in consultation and collaboration with school staff in a manner that meets the expectations of the role/school(s). Example activities include - Assists teachers with identifying concerns to target through intervention practices, -Supports teachers with intervention implementation through coaching, providing feedback, modeling, etc., -Works well with others as part of a team (e.g., intervention team, problem solving team, multidisciplinary team, case conference committee) and/or -Utilizes facilitation and conflict resolution skills and strategies.	School Psychologist -Is involved in continued professional growth regarding consultation and collaboration strategies, However individual's practices -Demonstrate limited application of knowledge and skills to expected roles and responsibilities.	School Psychologist -Lacks knowledge and skills about effective consultation strategies and practices, and/or - Fails to take advantage of opportunities to engage in continued professional growth and learning.
3.2: Engages in consultation and collaboration with parents and families. Rating:_____.	School Psychologist fulfills the criteria for Level 3 and additionally -Assists with the development and/or delivery of staff professional development on collaboration and consultation. -Provides mentoring and coaching to colleagues regarding	School Psychologist effectively engages in consultation and collaboration with parents and families in a manner that meets the expectations of the role/school(s). Example activities include - Discusses parent concerns and	School Psychologist -Is involved in continued professional growth regarding consultation and collaboration strategies, However individual's practices do not	School Psychologist -Lacks knowledge about effective consultation strategies and practices, and/or - Fails to take advantage of opportunities to engage in continued professional growth and learning.

	consultation strategies.	provides suggestions for strategies to use at home, -Clearly explains assessment data and intervention strategies,	-Demonstrate application of this knowledge to expected roles and responsibilities	

DOMAIN 3: CONSULTATION AND COLLABORATION, continued				
Indicator	**Highly Effective (4)**	**Effective (3)**	**Improvement Necessary (2)**	**Ineffective (1)**
	-Applies knowledge in innovative ways to assist students and families. - Conducts and/or assists with parent education sessions and trainings	-Explains school procedures for services such as special education, intervention, etc. -Clearly explains evaluation findings following special education evaluation, and -Answers questions clearly and comprehensively.		
3.3: Engages in consultation and collaboration with community agencies and providers. Rating:_____.	School Psychologist fulfills the criteria for Level 3 and additionally -Assists with the development and/or delivery of staff professional development on collaboration and consultation. -Provides mentoring and coaching to colleagues regarding consultation strategies. -Applies knowledge in innovative ways to assist students, families, schools, and community, -Conducts professional development for community agencies and providers	School Psychologist effectively engages in consultation and collaboration with community agencies in a manner that meets the expectations of the role/school(s). Example activities include -Contacts community providers to obtain information needed for instructional programming, -Clearly explains school procedures for services and practices, -Refers students and families to community providers for needed services, -Communicates with community providers in a clear and ethical manner.	School Psychologist -Is involved in continued professional growth regarding consultation and collaboration strategies, However individual's practices do not -Demonstrate application of this knowledge to expected roles and responsibilities	School Psychologist -Lacks knowledge about effective consultation strategies and practices, and/or - Fails to take advantage of opportunities to engage in continued professional growth and learning.

School Psychologist Professional Practice Rubric

Domain 4: LEADERSHIP

School psychologists develop and sustain professional involvement and leadership to ensure the continued learning and effective school psychological services to schools, families, and students.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
4.1: Seeks professional growth and learning opportunities to advance own knowledge and skill Rating:_____.	School Psychologist fulfills the criteria for Level 3 and additionally -Reflects critically on own skills and identifies professional learning needs, -Shares newly learned knowledge and practices with colleagues and school staff, -Seeks opportunities to provide professional learning sessions for colleagues and school staff, and	School Psychologist -Responds well to constructive feedback, -Utilizes feedback to identify areas for professional growth, -Initiates attendance at optional professional learning events, -Engages in professional reading of current research and practice, -Demonstrates application of knowledge/skills addressed in attended professional learning events.	School Psychologist -Attends mandatory professional learning events But does not -Respond to constructive feedback, -Demonstrate application of knowledge/skill addressed in professional learning events, or -Initiate attendance at optional professional learning events.	School Psychologist -Fails to seek or take advantage of opportunities to engage in professional learning, and/or -Fails to respond to feedback from supervisor(s) regarding the need for professional learning.
4.2: Contributes to School and/or Profession of School Psychology Rating:_____.	School Psychologist fulfills the criteria for Level 3 and additionally -Assumes leadership positions in professional organizations or school or district committees, -Mentors school psychology practicum students and interns.	School Psychologist -Contributes ideas and expertise to improve the functioning of the school, district, or cooperative, -Participates in activities focused on improving the procedures and practices of the school, district, or cooperative, -Maintains membership in professional organizations and participates in sponsored activities.	School Psychologist -Responds to direct requests for involvement in activities outside the typical school day or professional advancement activities (e.g., team retreats, development of new procedures, etc.) But does not -Initiate involvement in such activities.	School Psychologist -Rarely or never contributes ideas to improve school, district, or cooperative efforts, -Rarely participates in activities that occur outside the typical school day hours, -Little or no involvement in activities designed to advance the professional practice of school psychologists.

School Psychologist Professional Practice Rubric

Domain 4: LEADERSHIP, continued				
Indicator	**Highly Effective (4)**	**Effective (3)**	**Improvement Necessary (2)**	**Ineffective (1)**
4.3: Advocates for student success Rating:_____.	School Psychologist fulfills the criteria for Level 3 and additionally -Provides support and mentoring to colleagues who are less likely to advocate on the behalf of students, -Seeks systems level changes that will benefit all students and families.	School Psychologist -Demonstrates a concern for student learning and outcomes by advocating for a change in instruction and services when needed, -Advocates in a respectful and effective manner	School Psychologist -Demonstrates a concern about student failure or lack of progress But does not -Advocate for student needs.	School Psychologist -Demonstrates limited commitment to the growth and learning of students. -Accepts student failure and lack of growth and doesn't advocate for a change in instruction or services.

DOMAIN 5: CORE PROFESSIONALISM

School psychologists exhibit the minimum competencies expected in any employment situation. School psychologists also adhere to ethical standards, grow professionally, and participate as active stakeholders across school environments.

	Indicator	Meets Standard (1)	Does Not Meet Standard (0)
5.1	Attendance Rating:_____.	Individual has not demonstrated a pattern of unexcused absences as defined by local school policy and the relevant collective bargaining agreement.	Individual demonstrates a pattern of unexcused absences (those that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)
5.2	Punctuality Rating:_____.	Individual has not demonstrated a pattern of unexcused late arrivals, early departures for meetings, conferences, and/or school hours.	Individual has demonstrated a pattern of unexcused late arrivals or early departures.
5.3	Respect Rating:_____.	Individual interacts with students, colleagues, parents/families, and community members in a respectful manner.	Individual demonstrates a pattern of failing to interact with students, colleagues, parents/families, and community members in a respectful manner.
5.4	Policies and Procedures Rating:_____.	Individual follows state, corporation, and school policies and procedures.	Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures.

School Psychologist Professional Practice Rubric

Summary and Planning:

Domain/Number of Possible Indicators	Possible Points	Number of Indicators Determined Applicable to School Psychologist	Obtained Score	Comments
Assessment, Data-based Decision Making, and Accountability/6	24			
Interventions and Instructional Support to Develop Academic, Social, and Life Skills/4	16			
Consultation and Collaboration/3	12			
Leadership/3	12			
Core Professionalism/4	4			
Total Number of Indicators - 20	**Total Possible Points** 68	**Total Indicators Rated**	**Total Points Possible for Indicators Rated**	

The following percentages apply when all 20 indicators have been rated. Score range of 62-68 corresponds approximately to 90% and higher, score range of 55-61 corresponds to 80-89%, score range of 48-54 corresponds to 70-79%,and score range of 47 and below corresponds to 68% and below.

Strengths	Specific Growth Areas

A-60

School Psychologist Professional Practice Rubric

Employee Signature: _____ **Administrator Signature:** _____

Date: _____ **Date:** _____

Ratings have been discussed between administrator and school psychologist. Signature indicates that the rating and evaluation has been shared and discussed, but does not necessarily indicate agreement.

Blackford County Schools
School Counselor Effectiveness Rubric

I. Effectiveness Rubric
   a. Domain 1: Academic Achievement
   b. Domain 2: Student Assistance Services
   c. Domain 3: Career Development
   d. Domain 4: Professional Leadership

III. Summary and Rating

DOMAIN 1: ACADEMIC ACHIEVEMENT

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Score
1.1	The school counselor utilizes data to monitor student achievement and works collaboratively with stakeholders to enhance student success	The school counselor effectively utilizes data to monitor student achievement and works collaboratively with stakeholders to enhance student success.	The school counselor monitors student achievement and sometimes utilizes the data to enhance student success through collaboration.	The school counselor monitors student achievement but does not utilize the data to enhance student success.	The school counselor does not monitor academic achievement.	
1.2	The school counselor demonstrates knowledge of current trends in student development and academic achievement	The school counselor regularly engages in professional development and incorporates new knowledge in her/his daily work.	The school counselor regularly engages in professional development (e.g., attends relevant conferences, webinars, courses, in-services, district meetings, reads professional journals, etc.)	The school counselor sporadically engages in professional development.	The school counselor does not engage in professional development.	
1.3	The school counselor supports students in making decisions, setting goals and taking appropriate action to achieve goals	The school counselor encourages all students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The counselor consistently assists most students he/she works with in identifying their short-term and long-term goals and in developing appropriate action plans.	The school counselor generally encourages students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The counselor assists some students in identifying short-term and long-term goals and in developing appropriate action plans.	The school counselor rarely encourages students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The counselor rarely assists students in identifying short-term and long-term goals or in developing appropriate action plans.	The school counselor does not encourage students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The counselor does not assist students in identifying short-term and long-term goals or in developing appropriate action plans.	
1.4	The school counselor supports students in developmentally appropriate academic preparation essential for a wide variety of post-secondary options	The school counselor consistently guides *all* students with whom he/she works in establishing challenging academic goals and understanding assessment results or in applying knowledge of their aptitudes/interests to goal setting and identification of postsecondary options consistent with their interests and abilities.	The school counselor guides students in establishing challenging academic goals and understanding assessment results. The counselor assists some students in applying knowledge of aptitudes/interests to goal setting and identification of postsecondary options consistent with their interests and abilities.	The school counselor rarely guides students in establishing challenging academic goals and understanding assessment results. The counselor rarely assists students in applying knowledge of aptitudes and interests to goal setting and identification of postsecondary options consistent with students' interests and abilities.	The school counselor does not support students in academic preparation essential for a wide variety of post-secondary options.	

DOMAIN 2: STUDENT ASSISTANCE SERVICES

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Score
2.1	The school counselor assists students in acquiring the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.	The school counselor consistently encourages students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and effectively models appropriate behaviors.	The school counselor usually encourages students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and models appropriate behaviors.	The school counselor rarely encourages students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and rarely models appropriate behaviors.	The school counselor does not encourage students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and does not model appropriate behaviors.	
2.2	The school counselor facilitates students' understanding of safety and survival skills and implements prevention programming to support students' healthy physical, social, emotional, and academic development including stakeholder collaboration.	The school counselor consistently and frequently does the things noted under "Effective."	The school counselor usually does these things: -explains the students' right to a safe and secure school environment; -helps students to differentiate situations that require peer support, adult assistance, or professional help; -assists students to identify school and community resources; -implements prevention programming for students, staff, or stakeholders when needed.	The school counselor rarely explains the students' right to a safe and secure school environment; helps students to differentiate situations that require peer support, adult assistance and professional help; assists students to identify school and community resources; or implements any prevention programming for students.	The school counselor does not explain the students' right to a safe and secure school environment; help students to differentiate situations that require peer support, adult assistance and professional help; help students to identify school and community resources; or implement any prevention programming for students.	
2.3	The school counselor provides individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals (in collaboration with teachers).	The school counselor consistently addresses the needs of many students by providing individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals as appropriate.	The school counselor often addresses the needs of students by providing individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals as appropriate.	The school counselor rarely addresses the needs of students by providing individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals as appropriate	The school counselor does not provide individual counseling, group counseling, classroom guidance, consultation, crisis intervention, or referrals.	
2.4	The school counselor provides services to students, fostering a clear understanding of diversity, ethnicity, and culture.	The school counselor provides services to students and staff members, fostering a clear understanding and appreciation of diversity such as helping others sensitively understand disabilities, language proficiency, socioeconomic status, race, ethnicity, and culture.	The school counselor takes a multicultural or diverse perspective into consideration when providing services to students.	The school counselor sometimes takes a multicultural or diverse perspective into consideration when providing services to students.	The school counselor never takes a multicultural or diverse perspective into consideration when providing services to students.	

DOMAIN 3: CAREER DEVELOPMENT

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Score
3.1	The school counselor collaborates with other school staff members to ensure the school has a career program that is age-appropriate and aligned with local, state, and national standards	The school counselor collaborates with other school staff members to facilitate age-appropriate career development, aligned with local, state, and national standards, utilizing outside resources (i.e. family, community, work force), to expand career knowledge and experiences.	The school counselor collaborates with other school staff members to facilitate age-appropriate career development, aligned with local, state, and national standards. Outside resources are occasionally used.	The school counselor rarely collaborates with other school staff members to facilitate age-appropriate career development, aligned with local, state, and national standards.	The school counselor does not facilitate age-appropriate career development nor collaborate with other school staff members to ensure that it occurs.	
3.2	The school counselor facilitates students' understanding of the relationship between academics, personal qualities, education and training, and the world of work	The school counselor each month completes activities that do one of the following: -help students understand the relationship between educational achievement and career success -explain how work can help students achieve personal success and satisfaction -promote lifelong learning and employability skills -gather/use data including age-appropriate assessments to increase awareness of students' interests, abilities, aptitude, and values. MS/HS: select/schedule appropriate classes for their academic and emotional abilities with current academic or career goals in mind.	The school counselor several times each semester completes activities that do one of the following: -help students understand the relationship between educational achievement and career success -explain how work can help students achieve personal success and satisfaction. -promote lifelong learning and employability skills gather/use data including age-appropriate assessments to increase awareness of students' interests, abilities, aptitude, and values. MS/HS: select/schedule appropriate classes for their academic and emotional abilities with current academic or career goals in mind.	The school counselor rarely completes the activities shown under "effective."	The school counselor does not do activities shown under "effective."	
3.3	The school counselor supports all students in the application of strategies to achieve future success and satisfaction	The counselor consistently helps many students apply decision-making skills to career awareness, career planning, course selection and career transitions. Students are encouraged to use multiple research and informational resources to obtain career information.	The counselor regularly helps students apply decision-making skills to career awareness, career planning, course selection and career transitions. Students are encouraged to use multiple research and informational resources to obtain career information.	The counselor rarely helps students apply decision-making skills to career awareness, career planning, course selection or career transitions. Students are rarely encouraged to use research and informational resources to obtain career information.	The counselor does not help students apply decision-making skills to career awareness, career planning, course selection or career transitions. Students are not encouraged to use research and informational resources to obtain career information.	
3.4	The school counselor collaboratively analyzes data, utilizes research-based interventions and develops programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness	The school counselor consistently and frequently collaborates to analyze data, utilize research-based interventions and develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness.	The school counselor collaborates to analyze data, utilize research-based interventions and develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness.	The school counselor rarely collaborates to analyze data, utilize research-based interventions and develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness.	The school counselor does not analyze data, utilize research-based interventions or develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness.	

DOMAIN 4: LEADERSHIP LEVEL OF PERFORMANCE

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Score
4.1 [illegible]	The counselor's professional goals are evidenced in improved personal, professional, and program development. (S)he is an active member of one or more professional organizations or networks.	Professional goals are developed, and the school counselor often pursues applicable opportunities to acquire knowledge and enhance skills and participates in the professional community.	Professional goals are sometimes established. The school counselor infrequently or indiscriminately pursues opportunities to acquire new knowledge and skills and rarely participates in the professional community.	Professional goals are not established. The school counselor does not pursue opportunities to acquire new knowledge and skills and rarely participates in the professional community.	
4.2 [illegible]	The school counselor demonstrates effective communication skills and collaboration with teachers, families, and community stakeholders from a variety of backgrounds. The school counselor demonstrates a direct impact of these collaborative activities on students.	The school counselor demonstrates effective communication skills and collaboration with teachers, families, and community stakeholders from a variety of backgrounds.	The school counselor is inconsistent in communication and community engagement, OR is effective with only a very small population to the detriment of others.	The school counselor is an ineffective communicator and is disengaged with teachers, the parents and community stakeholders.	
4.3 [illegible]	The school counselor always demonstrates professional conduct and integrity; seeks appropriate intervention services for student consultation, and/or (clinical) supervision; abides by ethical and legal codes and seeks consultation and supervision as needed.	The school counselor typically demonstrates professional conduct and integrity; seeks appropriate intervention services for student consultation, and/or (clinical) supervision; abides by ethical and legal codes and seeks consultation and supervision as needed.	The school counselor typically holds to the ethical code of the American School Counselor Association but may fall short of the highest ethical standards. The counselor's consistency in law, policy and procedure is questionable.	The school counselor has breached confidentiality. The counselor demonstrates disregard for laws, policies, and procedures in a manner that could have led to harm to students, families, or the educational mission of the school.	
4.4 [illegible]	The school counselor serves as a collegial leader and positive role model to provide management activities that support the counseling program, advocate for all students, and promote ethical standards with students, school personnel, parents, and community agencies.	The school counselor provides management activities that support the program's guidance, counseling, and advocacy initiatives in a way that advocates for all students; assists teachers with the integration of guidance activities into the curriculum; and shares ethically appropriate information about students with school personnel, parents, and community agencies.	The school counselor provides some, but not adequate, program management to the school counseling program. The school counselor is inconsistent in supporting other educational or student services programs.	The school counselor does not support the school counseling program with any program management activities. The school counselor is not involved—or is minimally involved—in providing support to other educational or student services programming through partnerships.	

SUMMARY AND RATING

May be based on observations, school counselor reflections, classroom visits, and data.
NOTE: Wherever evaluator and counselor agreed that an indicator was to be N/A, subtract 4 points from the maximum score possible for that indicator.

Overall Rating

DOMAIN	Maximum Score	Sample Scoring	
Academic Achievement	16 (There are 4 categories worth 4 pts each)	16/4= 4	
Student Assistance Services	16 (There are 4 categories worth 4 pts each)	14/4= 3.5	
Career Development	16 (There are 4 categories worth 4 pts each)	12/4= 3	
Professional Leadership	16 (There are 4 categories worth 4 pts each)	14/4= 3.5	

KEY	
3.5-4.00	Highly Effective
2.5-3.49	Effective
1.75-2.49	Improvement Necessary
1.00- 1.749	Ineffective

OVERALL CATEGORY RESULTS	Score	Weight	Weight Rating	Final Summative Evaluation Score
Counselor Effectiveness Rubric Evaluation Score (TER=90%)		x (.90)		____ + _____ = _____ TER + SWLG = Final Summative Score
School-wide Letter Grade (SWLG=10%) A=4, B=3, C=2, D/F=1		x (.10)		

Strengths

Additional documentation may be attached.

Specific Growth Areas

Administrator Signature:

Employee Signature:
Date:

Date:

Assistant Superintendent – Blackford County Schools

Printed: August 22, 2017 at 8:23am

Blackford County Schools, Hartford City, IN

Domain 1: Human Capital Manager

1.1 Hiring and retention

The assistant superintendent consistently considers the support staff's effectiveness when hiring, assigning and retaining the individual and monitors the effectiveness of the personnel process utilized throughout the school corporation *(1.1.HE)*

The assistant superintendent consistently considers the support staff's effectiveness when hiring, assigning and retaining the individual *(1.1.E)*

The assistant superintendent occasionally considers the support staff's effectiveness when hiring, assigning and retaining the individual *(1.1.IN)*

The assistant superintendent rarely considers the support staff's effectiveness when hiring, assigning and retaining the individual *(1.1.I)*

1.2 Professional Development

The assistant superintendent has developed a system of professional development that differentiates training and implementation based on individual needs *(1.2.HE)*

Some effort has been made to differentiate professional development to meet individual needs *(1.2.E)*

The assistant superintendent is aware of the differentiated needs of support staff directors, but professional development is only embedded in meetings *(1.2.IN)*

Professional development is typically "one size fits all" and has little or no evidence of recognition of individual needs *(1.2.I)*

1.3 Evaluation of Staff

The assistant superintendent uses a variety of creative ways to provide positive and corrective feedback to the principals and directors *(1.3.HE.1)*

The assistant superintendent provides formal feedback to the principals and directors that is consistent with the corporation's personnel policies, and provides informal feedback to reinforce effective/highly effective performance and highlight the strengths of the team *(1.3.E.1)*

The assistant superintendent adheres to the corporation's personnel policies in providing positive feedback to the administrative team, although the feedback is just beginning to provide details that improve corporation performance *(1.3.IN.1)*

Formal feedback to the director team in nonspecific *(1.3.I.1)*

The entire corporation reflects the asst. superintendent's focus on accurate, timely and specific recognition *(1.3.HE.2)*

The informal feedback is rare, nonspecific, and not constructive *(1.3.I.2)*

1.4 The assistant superintendent provides evidence of delegation and trust in subordinate leaders

Employees throughout the corporation are empowered in formal and informal ways *(1.4.HE.1)*

There is a clear pattern of delegated decisions, with authority to match responsibility at every level in the school corporation *(1.4.E.1)*

The assistant superintendent sometimes delegates, but also maintains decision-making authority that could be delegated to others *(1.4.IN.1)*

The assistant superintendent does not afford subordinates the opportunity or support to develop or to exercise independent judgment *(1.4.I.1)*

Instructional personnel participate in the facilitation of meetings and exercise leadership in committees and task forces; other employees including noncertified, exercise appropriate authority and assume leadership roles where appropriate *(1.4.HE.2)*	The relationship of authority and responsibility and delegation of authority is clear in personnel documents, such as evaluations, and also in the daily conduct of meetings and corporation business *(1.4.E.2)*		

Domain 2: Instructional Leadership

2.1 Mission and Vision

The assistant superintendent fulfills the criteria for Level 3 and additionally revisits and discusses the vision and mission to ensure appropriateness and rigor *(2.1.HE)*	The assistant superintendent supports the corporation/school-wide vision and mission by defining specific measurable and rigorous goals that align with the vision and mission *(2.1.E)*	The assistant superintendent supports the corporation/school-wide vision and mission, but makes key decisions without alignment to the vision and mission *(2.1.IN)*	The assistant superintendent does not support a corporation/school-wide vision and mission by failing to implement the vision and mission as evidenced by a lack of staff awareness *(2.1.I*

2.2 Observation Data

The assistant superintendent fulfills the criteria for Level 3 and, when requested, additionally helps create systems and schedules ensuring staff members are frequently observed and these observations are understood by the assistant superintendent, staff and students to be a priority *(2.2.HE)*	The assistant superintendent uses observation data to support student academics and professional development aimed at improving student outcomes *(2.2.E)*	The assistant superintendent uses observation data to support student academic achievement and professional development by occasionally monitoring data and talking to staff regarding instruction *(2.2.IN)*	The assistant superintendent does not use observation data or professional development to support student academic achievement by rarely monitoring data or talking to staff regarding instruction *(2.2.I)*

2.3 Staff Collaboration

The assistant superintendent fulfills the criteria for Level 3 and additionally monitors collaborative efforts to ensure a constant focus on student learning that aids in tracking best collaborative practices to solve specific challenges *(2.3.HE)*	The assistant superintendent supports staff collaboration by establishing a culture of collaboration with student learning and achievement at the center as evidenced by encouraging teamwork, reflection, conversation, sharing, openness, and collective problem solving *(2.3.E)*	The assistant superintendent supports staff collaboration but without a clear or explicit focus on student learning and achievement *(2.3.IN)*	The assistant superintendent does not support staff collaboration by failing to establish or support a culture of collaboration by discouraging teamwork, openness, and collective problem solving by failing to provide staff with information pertaining to problems and/or ignoring feedback *(2.3.I)*

Assistant Superintendent – Blackford County Schools

Printed: August 22, 2017 at 8:23am

Blackford County Schools, Hartford City, IN

Domain 3: Personal Behavior

3.1 Professionalism

The assistant superintendent is an exemplary role model of appropriate professional behavior to all and encourages a positive and professional response from all members of the school community *(3.1.HE)*

On a regular basis the assistant superintendent has displayed appropriate and professional responses to members of the school community *(3.1.E)*

Occasionally the assistant superintendent has not responded to the school community members with acceptable levels or professionalism *(3.1.IN)*

The assistant superintendent does not display and use common courtesy regularly and respectful professional responses when dealing with the members of the school community *(3.1.I)*

3.2 Time Management

Personal organization allows the assistant superintendent to consider innovations and be available to engage in leadership activities and collaborate with people at all levels *(3.2.HE)*

The use of organizational development tools is evident by supporting documentation provided by the assistant superintendent *(3.2.E)*

Projects are managed using lists of milestones and deadlines, but are infrequently updated *(3.2.IN)*

Project management is haphazard or absent and there is little or no evidence of lists of milestones and deadlines *(3.2.I)*

3.3 Initiative and Persistence

The assistant superintendent fulfills the criteria for Level 3 and additionally exceeds typical expectations to accomplish ambitious goals by regularly identifying, communicating, and addressing the school's most significant obstacles to school success *(3.3.HE)*

The assistant superintendent displays initiative and persistence by consistently achieving expected goals and taking on voluntary responsibilities that contribute to school success *(3.3.E)*

The assistant superintendent displays initiative and persistence by occasionally achieving expected goals and occasionally taking on additional, voluntary responsibilities that contribute to school success *(3.3.IN)*

The assistant superintendent does not display initiative and persistence by rarely or never achieving expected goals or rarely or never taking on additional, voluntary responsibilities that contribute to school success

(3.3.I)

Domain 4: Building Relationships

4.1 Communication with Staff

The assistant superintendent fulfills the criteria for Level 3 and additionally monitors the success of different approaches to communicating to identify the most appropriate channel of communicating in specific situations *(4.1.HE)*

The assistant superintendent skillfully and clearly communicates by messaging key concepts, such as the school's goals, needs, plans, success, and failures and interacting with a variety of stakeholders, including students, families, community groups, central office, staff associations, etc *(4.1.E)*

The assistant superintendent skillfully and clearly communicates by messaging most, but not all, key concepts and interacting with a variety of stakeholders but not yet reaching all invested groups and organizations *(4.1.IN)*

The assistant superintendent does not skillfully and clearly communicate by failing to Interact with a limited number of stakeholders and failing to reach several key groups and organizations *(4.1.I)*

4.2 Communication with School Board

The assistant superintendent fulfills the criteria for Level 3 and additionally creates an environment where input and feedback from all board members are both sought and encouraged *(4.2.HE)*

The assistant superintendent communicates and seeks input from all board members on a frequent basis *(4.2.E)*

The assistant superintendent communicates and seeks input from a few board members when needed *(4.2.IN)*

The assistant superintendent rarely communicates and seeks input with the school board and tends to make unilateral decisions *(4.2.I)*

4.3 Role of the Assistant Superintendent Regarding Controversial Issues

The assistant superintendent consistently employs a variety of strategies to build partnerships and forge consensus in the school community in a constructive and respectful manner *(4.3.HE)*

The assistant superintendent employs strategies to build partnerships and forge consensus in a constructive and respectful manner *(4.3.E)*

The assistant superintendent employs a limited number of strategies to build partnerships and forge consensus in the school community with limited success *(4.3.IN)*

The assistant superintendent does not attempt to build partnerships and consensus building attempts are unsuccessful *(4.3.I)*

Domain 5: Organizational and Operational Management

5.1 Responsible Fiscal Stewardship

The assistant superintendent fulfills the criteria for Level 3 and additionally monitors grants' fiscal resources for the corporation and reallocates those resources to help the corporation achieve its strategic priorities *(5.1.HE)*

The assistant superintendent leverages knowledge of the grant budgeting process, categories, and funding sources to maximize all available dollars to achieve strategic priorities *(5.1.E)*

The assistant superintendent limited proficiency in using the grant budget to focus on strategic priorities *(5.1.IN)*

The assistant superintendent has little proficiency in sound grant budgetary practices *(5.1.I)*

5.2 Principles of School Finance

The assistant superintendent fulfills the criteria for Level 3 and additionally projects the impact on the school corporation of increases or decreases in grant revenue and expenditures as well recognizing significant social, demographic, and economic changes *(5.2.HE)*

The assistant superintendent understands and the principles of school finance by consistently analyzing and identifying major sources of grant revenue and consistently estimating and identifying expenditures *(5.2.E)*

The assistant superintendent understands and demonstrates the principles of school finance by occasionally analyzing and identifying major sources of grant revenue and occasionally estimating and identifying expenditures *(5.2.IN)*

The assistant superintendent rarely or never identifies or analyzes the major sources of grant revenue for public schools and rarely or never applies various techniques for estimating and identifying expenditures *(5.2.I)*

5.3 Budgeting and Financial Planning

The assistant superintendent fulfills the criteria for Level 3 and additionally interprets and identifies internal and external influences on the budget and prepares a school budget based on hypothetical data *(5.3.HE)*

The assistant superintendent understands the principles of public school budgeting by establishing a budget calendar, analyzing enrollment and personnel projections, and complying with the deadlines established for publishing purposes *(5.3.E)*

The assistant superintendent understands the principles of public school budgeting by establishing a budget calendar, analyzing enrollment and personnel projections *(5.3.IN)*

The assistant superintendent rarely or never does not develop a budget calendar to meet the time restraints of budget preparation nor does he analyze the various approaches to enrollment and personnel projections *(5.3.I)*

5.4 Legal Requirement

The assistant superintendent demonstrates an understanding of the legal standards and board policy requirements of the school corporation and consistently adheres to those standards and requirements *(5.4.HE)*

The assistant superintendent demonstrates an awareness of the legal standards and board policy requirements of the school corporation and adheres to those standards and requirements *(5.4.E)*

The assistant superintendent is not respectful of legal standards and/or board policy requirements *(5.4.IN)*

The assistant superintendent is unaware of the legal standards and board policy requirements *(5.4.I)*

Domain 6: Core Professionalism

6.1 Attendance

Individual has not demonstrated a pattern of unexcused absences* *(6.1.MS)*

Individual demonstrates a pattern of unexcused absences *(6.1.DNMS)*

6.2 On-time Arrival

Individual has not demonstrated a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy or by the relevant collective bargaining agreement) *(6.2.MS)*

Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy or by the relevant collective bargaining agreement) *(6.2.DNMS)*

6.3 Policies and Procedures

Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc) *(6.3.MS)*

6.4 Respect

Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner *(6.4.MS)*

Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner *(6.4.DNMS)*

	Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.0 Human Resource Manager – The superintendent uses the role of human resource manager to drive improvements in building leader effectiveness and student achievement.					
1.1	**The superintendent effectively recruits, hires, assigns, and retains school leaders.**	The superintendent consistently considers an administrator's effectiveness as the primary factor when recruiting, hiring, assigning, promoting or retaining the leader and monitors the effectiveness of the personnel process utilized throughout the school corporation. The superintendent consistently considers school or corporation goals when making personnel decisions.	The superintendent routinely considers an administrator's effectiveness as the primary factor when recruiting, hiring, assigning, promoting, or retaining the leader. The superintendent routinely considers school or corporation goals when making personnel decisions.	The superintendent occasionally considers an administrator's effectiveness as the primary factor when recruiting, hiring, assigning, promoting, or retaining the leader. The superintendent occasionally considers school or corporation goals when making personnel decisions.	The superintendent rarely considers an administrator's effectiveness when recruiting, hiring, assigning, promoting or retaining the leader. The superintendent does not consider school or corporation goals when making personnel decisions.
1.2	**The superintendent creates a professional development system for school leaders based on strengths and needs.**	The superintendent has in place a system of professional development that is based on individual administrator needs. The superintendent uses data from performance evaluations to assess proficiencies and identify priority needs to support and retain effective administrators.	Some effort has been made to provide professional development to meet the needs of individual administrators.	The superintendent is aware of the individual needs of administrators, but professional development is only provided in meetings at this time, rather than incorporating the use of collaboration, study teams, etc.	Professional development is typically "one size fits all," and there is little or no evidence of providing for individual administrator needs.
1.3	**The superintendent identifies and mentors emerging leaders to assume key leadership responsibilities.**	The superintendent has identified and mentored multiple administrators or instructional personnel who have assumed administrative positions and/or administrative responsibilities. Administrators throughout the corporation refer to the superintendent as a mentor.	The superintendent has identified and mentored at least one emerging leader to assume leadership responsibility in an instructional leadership role.	The superintendent has provided some training to an emerging school leader.	There is no evidence of effort to develop any leadership skills in others.

	Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.4	**The superintendent provides evidence of delegation and trust in subordinate leaders.**	Employees throughout the corporation are empowered to do their jobs. Instructional personnel participate in the facilitation of meetings and exercise leadership in committees and task forces; other employees, including noncertified, exercise appropriate authority and assume leadership roles where appropriate. The climate of trust and delegation in the school corporation contributes directly to the identification and empowerment of the next generation of leadership.	There is a clear pattern of delegated decisions, with authority to match responsibility at most every level in the school corporation. Instructional personnel participate in the facilitation of meetings and exercise leadership in committees and task forces. Other employees are not utilized in leadership roles within the organization. .	The superintendent sometimes delegates, but also maintains decision-making authority that could be delegated to others.	The superintendent does not delegate or afford subordinates the opportunity to exercise independent judgment.
1.5	**The superintendent provides formal and informal feedback to the administrative team with the exclusive purpose of improving individual and organizational performance.**	The superintendent uses a variety of creative ways to provide positive and corrective feedback to the administrative team on a consistent basis. The entire corporation reflects the superintendent's focus on accurate, timely, and specific recognition. The superintendent balances individual recognition with team and corporation-wide recognition. Informal and formal positive feedback is linked to corporation goals.	The superintendent provides regular formal feedback to the administrative team and provides informal feedback to reinforce effective and highly effective performance.	The superintendent provides the minimum required formal feedback to the administrative team. Informal feedback is occasionally provided.	The superintendent provides no informal or formal feedback to the administrative team.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.0 Instructional Leadership – The superintendent acutely focuses on effective teaching and learning, possesses a deep and comprehensive understanding of best instructional practices, and continuously promotes activities that contribute to the academic success of all students.					
2.1	**The superintendent demonstrates the use of student achievement data to make instructional leadership decisions.**	The superintendent can specifically document examples of decisions throughout the corporation that have been made on the basis of data analysis. The superintendent has coached school administrators to improve their data analysis skills.	The superintendent uses multiple data sources, including state, corporation, school, and classroom assessments in data analysis. The superintendent systematically examines data to find strengths and weaknesses. The superintendent empowers teaching and administrative staff to determine priorities from data. Data analysis is regularly the subject of faculty meetings and professional development sessions.	The superintendent is aware of state, corporation, and school results but few decisions have been linked to the data.	The superintendent does not utilize data to make decisions.
2.2	**The superintendent demonstrates evidence of student improvement through student achievement results.**	A consistent record of improved student achievement exists on multiple indicators of student success. Student success occurs not only on the overall averages, but in each sub group. Data analysis from prior years indicates that the superintendent has focused on improving performance. The superintendent aggressively establishes continuous growth standards moving performance to the exemplary level.	The superintendent reaches the targeted performance goals for student achievement. The average of the student population improves, as does the achievement of each sub group of students.	Some evidence of improvement exists, but in general, there is lack of meeting student achievement goals.	The superintendent takes no responsibility for the data outcomes. The superintendent does not believe that student achievement can improve. The superintendent has not taken decisive action to improve student achievement.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.3	**The superintendent actively solicits and uses feedback and help from all key stakeholders in order to drive student achievement.**	The superintendent regularly surveys and seeks support from all stakeholders in the school corporation in regards to improvement of student achievement.	The superintendent frequently seeks input from various stakeholders in matters related to the improvement in student achievement.	The superintendent rarely seeks input from various stakeholders in matters related to the improvement in student achievement.	The superintendent seeks no input from various stakeholders and makes all decisions related to the improvement in student achievement in isolation.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.0 Personal Behavior – The superintendent models personal behaviors that set the tone for effective organizational leadership.					
3.1	**The superintendent models professional, ethical, and respectful behavior at all times and expects the same behavior from others.**	The superintendent is an exemplary model of appropriate professional behavior and expects like treatment.	On a regular basis the superintendent displays appropriate professional behavior.	Occasionally the superintendent has not displayed appropriate professional behavior	The superintendent does not display appropriate professional behavior.
3.2	**The superintendent organizes time and prioritizes tasks for effective leadership.**	The organization skills of the superintendent support innovative and creative activities that involve all of the leadership stakeholders in the corporation. The superintendent incorporates project management skills along with a systems-thinking, as well as detailed, follow-up procedures to ensure that effective corporation decisions are made.	The organization skills of the superintendent allows for some innovations, some time to engage in leadership activities and minimal collaboration with people at all levels. Most tasks are managed and completed by the superintendent on a timely basis.	Tasks are managed using lists of milestones and deadlines, but periodically, not completed on time.	Tasks are managed in a haphazard fashion. There is little or no evidence of established or achieved milestones or deadlines.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
4.0 Building Relationships –The superintendent builds relationships to ensure that all key stakeholders work effectively with each other to achieve organizational results.					
4.1	**The superintendent actively engages in communication with parents and community.**	There is clear evidence of communication with parents and the community. Survey data is utilized to measure parents and community members viewpoints of educational objectives. The superintendent uses relationships and school/community partnerships to affect community-wide change that improves both the community and work of the school corporation. The superintendent manages an ever broadening portfolio of partnerships and collaborations that support the strategic plan of the school corporation.	There is some evidence of communication with parents and the community. The superintendent seeks out and creates new opportunities for meaningful partnerships and has built some collaborative relationships. The superintendent assumes leadership roles in community organizations.	School/community communications are not initiated by the superintendent. The superintendent rarely seeks or creates meaningful partnerships or collaborative relationships. The superintendent occasionally participates in community organizations but does not become actively involved.	The superintendent does not identify groups and potential partners within the community. The superintendent fails to ensure that parent and community activities are conducted. The superintendent fails to interact with parents and community groups that have a critical role in developing support for the school corporation.
4.2	**The superintendent forges consensus for change and improvement throughout the school corporation.**	The superintendent uses effective strategies to achieve a consensus for change and improvement. The superintendent guides others through change and addresses resistance to that change. The superintendent systemically monitors, implements and sustains the strategies for change.	The superintendent uses effective strategies to work toward a consensus for change and improvement. The superintendent directs change and improvement processes securing the allies necessary to support the change effort. . The superintendent monitors, implements and sustains the strategies for change.	The superintendent occasionally identifies areas where consensus is necessary. Areas of change that are identified as needing consensus has yet to implement a process for change and improvement. Strategies for change are not implemented and unsuccessful in securing cooperation.	The superintendent fails to forge consensus for change. Fails to identify areas in which agreement and/or consensus is necessary. Rarely or never develops a process for change and/or improvement. Rarely or never seeks feedback or secures cooperation.

	Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
4.3	**The superintendent understands the role of the superintendent in engaging the public in controversial issues.**	The superintendent consistently employs a variety of strategies to resolve conflicts and forge consensus within the school community. The superintendent consistently encourages open dialogue, considers diverse points of view, and expects the administrative team to mentor this philosophy.	The superintendent resolves conflicts and forges consensus within the school community in a constructive and respectful manner. The superintendent frequently encourages open dialogue, considers diverse points of view, and often expects the administrative team to mentor this philosophy.	The superintendent employs a limited number of strategies to resolve conflicts and forge consensus within the school community with limited success.	The superintendent fails to resolve conflicts or forge consensus within the school community.
4.4	**The superintendent keeps the school board informed on issues, needs, and the overall operations of the school corporation.**	The superintendent communicates with all school members routinely, using a variety of methods.	The superintendent communicates with all school board members periodically.	The superintendent communicates with selected school board members only on an emergency basis.	The superintendent has minimal communication with the school board outside of meetings.
4.5	**The superintendent encourages open communication and dialogue with school board members.**	The superintendent has created a culture where input and feedback from all school board members is both sought and encouraged. The superintendent engages in open discussion with the school board on a consistent basis.	The superintendent seeks input and feedback from all school board members on a frequent basis.	The superintendent seeks input and feedback from only a few school board members.	The superintendent rarely seeks input from the school board and makes decisions unilaterally.
4.6	**The superintendent provides the school board with a written agenda and background material before each board meeting.**	The superintendent creates an agenda that prioritizes items related to student achievement and corporation goals. Complete and thorough background material is provided so that the board can make an informed decision.	The superintendent creates an agenda that routinely focuses on student achievement issues and corporation goals. Adequate background material is provided to allow the board to make an informed decision.	The superintendent creates an agenda that occasionally includes items related to student achievement and corporation goals. Limited background material is provided.	The superintendent creates an agenda that focuses only on operational matters and provides insufficient background material.

	Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
5.0 Culture of Achievement – The superintendent develops a corporation-wide culture of achievement aligned to the school corporation's vision of success for every student.					
5.1	**The superintendent empowers building leaders to set rigorous academic and behavior expectations for every student.**	The superintendent leads and involves the administrative team in a comprehensive annual analysis of school and corporation performance. Multiple data sources are utilized to analyze corporation and schools' strengths and weaknesses and a collaborative process is used to develop focused and results-oriented goals. Clear expectations are established and administrators and educators are provided differentiated resources and support to disaggregate data and to assist in identifying and meeting each student's academic, social, emotional, and behavioral needs.	The superintendent guides the administrative team in an annual analysis of school and corporation performance. Required data sources are utilized to analyze the corporation and schools' strengths and weaknesses and a collaborative process is used to develop measurable goals. General expectations are established and administrators and educators are provided differentiated resources and support to disaggregate data. .	The superintendent provides minimal direction for the administrative team in an annual analysis of school and corporation performance. . Limited data sources are used to develop goals which are not focused or measurable. Some expectations are established and limited resources and occasional supports are provided to support the disaggregation of data..	The superintendent provides no direction for the administrative team in an annual analysis of school and corporation performance. No data sources are used to develop goals. The superintendent does not establish expectations or provide the necessary support for the disaggregation of data.
5.2	**The superintendent establishes rigorous academic goals and priorities that are systematically monitored for continuous improvement.**	The superintendent regularly reports on the progress of rigorous academic goals and corporation academic priorities that have been established by the superintendent and approved by the school board. The monitoring of goals and regular revising and updating of such plans is an ongoing process conducted by the superintendent and the board. These rigorous academic goals are shared throughout the school community through multiple communication systems.	The superintendent has presented goals for board approval that clearly articulate the academic rigor and academic priorities of the corporation's programs. Approved goals by the board are shared and available for the entire community.	The superintendent has occasionally made some reference to academic goals and school improvement priorities. There are some goals established but none that were approved by the board.	The superintendent has no goals and no school improvement priorities established for the corporation.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
5.3	**The superintendent ensures that all students have full and equitable access to educational programs, curricula, and support systems.**	The superintendent establishes clear expectations and provides resources that enable administrators and teachers to identify each student's academic, social, emotional, and behavioral needs.	The superintendent establishes clear expectations and provides resources that enable administrators and teachers to identify a majority of students' academic, social, emotional, and behavioral needs.	The superintendent establishes general expectations and resources are not allocated on the basis of any identified needs of students.	The superintendent does not establish clear expectations and resources are not allocated on the basis of any identified needs of students.
5.4	**The superintendent expects building leaders to build productive and respectful relationships with parents/guardians and engage them in their children's learning.**	The superintendent sets clear expectations and provides multiple resources to support administrators to consistently and regularly engage all families in facilitating their children's learning at school and home.	The superintendent sets general expectations and provides adequate resources for administrators to regularly engage families in facilitating their children's learning at school and home.	The superintendent sets minimal expectations and provides occasional resources for administrators to engage families in facilitating their children's learning at school and home.	The superintendent does not set expectations or provide resources for administrators to regularly communicate with families on ways to facilitate their children's learning at school and home.

	Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
6.0 Organizational, Operational, and Resource Management – The superintendent leverages organizational, operational, and resource management skills to support school corporation improvement and achieve desired educational outcomes.					
6.1	**The superintendent employs factual basis for decisions, including specific reference to internal and external data on student achievement and objective data on curriculum, teaching practices, and leadership practices.**	Decisions that are made are neither by consensus nor by leadership mandate, but are consistently based on the data. Data, from a wide range of sources, including qualitative and quantitative, are referenced in all decisions. Numerous examples of practices that have been changed, discontinued, and/or initiated based on data analysis can be produced.	Most decisions that are made are neither by consensus nor by leadership mandate, but are consistently based on the data. Data, from various sources are referenced in all decisions. Several examples of practices that have been changed, discontinued, and/or initiated based on data analysis can be produced	A few decisions that are made are neither by consensus nor by leadership mandate, but are consistently based on the data. Data, from limited sources are referenced in some decisions. Minimal examples of practices that have been changed, discontinued, and/or initiated based on data analysis can be produced.	Data is rarely used for decisions. Most decisions are made based on personal viewpoints or what is popular at the time.
6.2	**The superintendent demonstrates personal proficiency in technology implementation and utilization.**	The superintendent creates new opportunities for technological learning and empowers the administrative team to use new technology initiatives. The superintendent serves as a model for technology implementation.	The superintendent consistently utilizes technology within his/her daily responsibilities. The superintendent demonstrates effort toward serving as a model for technology implementation.	The superintendent occasionally utilizes technology within his/her daily responsibilities. There is little or no evidence of the superintendent taking a personal initiative to learn new technology.	The superintendent has limited use of technology within his/her daily responsibilities. The superintendent does not serve as a model for technology implementation.
6.3	**The superintendent oversees the use of practices for the safe, efficient, and effective operation of the school corporation's physical plant, equipment, and auxiliary services (e.g., food services, student transportation).**	The superintendent ensures there are updated procedures in place to address the safety of students and staff. The superintendent ensures staff is properly trained and competent to carry out their duties with respect to the corporation's physical plant, equipment, and auxiliary services. Periodic reviews of these procedures are in place and necessary actions are taken to address operational deficiencies.	The superintendent ensures there are procedures in place to address the safety of students and staff. The superintendent routinely provides opportunities for staff training in order to carry out their duties with respect to the corporation's physical plant, equipment, and auxiliary services. Periodic reviews of these procedures are in place.	The superintendent has minimal procedures in place to address the safety of students and staff. The superintendent provides minimal opportunities for staff training in order to carry out their duties with respect to the corporation's physical plant, equipment, and auxiliary services. There are occasional, unscheduled reviews of these procedures.	The superintendent has no procedures in place to address the safety of students and staff. The superintendent provides no opportunities for staff training in order to carry out their duties with respect to the corporation's physical plant, equipment, and auxiliary services.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
6.4	**The superintendent provides responsible fiscal stewardship.**	The superintendent maintains a fiscally sound financial budget, monitors expenditures to be used in an efficient manner, and reallocates those savings to help the corporation achieve its strategic priorities. Data is produced and shared with all stakeholders which reflect the positive impact of reallocated resources in achieving strategic priorities. The superintendent has established processes to increase fiscal resources, e.g., grants, donations, and community resources.	The superintendent maintains a fiscally sound financial budget, monitors expenditures to be used in an efficient manner, and reallocates those savings to help the corporation achieve its strategic priorities. Data is produced which reflect the positive impact of reallocated resources in achieving strategic priorities.	The superintendent lacks proficiency in budgetary practices to focus resources on strategic priorities. Minimal data is produced to support reallocated resources.	The superintendent does not demonstrate sound, fiscal stewardship.
6.5	**The superintendent demonstrates compliance with legal requirements.**	The superintendent demonstrates an understanding of the legal standards and board policy requirements of the corporation, and consistently adheres to those standards and requirements.	The superintendent demonstrates an awareness of the legal standards and board policy requirements of the school corporation and generally adheres to those standards and requirements.	The superintendent has limited knowledge of legal standards and/or board policy requirements and occasionally adheres to those standards and requirements.	The superintendent has minimal knowledge of legal standards and/or board policy requirements and rarely adheres to those standards and requirements.

Superintendent Indicator Summary

School Corporation	XYZ School Corporation	Date	6/15/2016	Composite Score
Number of Board Members	5			2.9

1.0 Human Capital Manager – The superintendent uses the role of human capital manager to drive improvements in building leader effectiveness and student achievement.

Standard Score: 2.7

Indicator	1	2	3	4	5	6	7	8	9	10	11	12	Indicator Score
1.1	3	3	3	2	3								2.8
1.2	4	3	4	3	3								3.4
1.3	2	2	3	2	3								2.4
1.4	3	3	3	3	3								3.0
1.5	1	2	2	2	2								1.8

2.0 Instructional Leadership – The superintendent acutely focuses on effective teaching and learning, possesses a deep and comprehensive understanding of best instructional practices, and continuously promotes activities that contribute to the academic success of all students.

Standard Score: 3.3

Indicator	1	2	3	4	5	6	7	8	9	10	11	12	Indicator Score
2.1	3	3	4	4	4								3.6
2.2	4	4	4	4	4								4.0
2.3	3	2	2	2	3								2.4

3.0 Personal Behavior – The superintendent models personal behaviors that set the tone for effective organizational leadership.

Standard Score: 3.5

Indicator	1	2	3	4	5	6	7	8	9	10	11	12	Indicator Score
3.1	4	4	4	3	4								3.8
3.2	3	3	3	4	3								3.2

4.0 Building Relationships –The superintendent builds relationships to ensure that all key stakeholders work effectively with each other to achieve organizational results.

Standard Score: 2.4

Indicator	1	2	3	4	5	6	7	8	9	10	11	12	Indicator Score
4.1	1	2	2	2	1								1.6
4.2	3	3	3	2	3								2.8
4.3	4	3	3	4	3								3.4
4.4	4	4	4	4	3								3.8
4.5	3	3	3	2	3								2.8
4.6													

5.0 Culture of Achievement – The superintendent develops a corporation-wide culture of achievement aligned to the school corporation's vision of success for every student.

Standard Score: 3.5

Indicator	1	2	3	4	5	6	7	8	9	10	11	12	Indicator Score
5.1	4	4	4	3	3								3.6
5.2	4	4	4	3	4								3.8
5.3	3	3	3	3	3								3.0
5.4	3	4	3	3	4								3.4

6.0 Organizational, Operational, and Resource Management – The superintendent leverages organizational, operational, and resource management skills to support school corporation improvement and achieve desired educational outcomes.

Standard Score: 2.8

Indicator	1	2	3	4	5	6	7	8	9	10	11	12	Indicator Score
6.1	3	3	3	2	4								3.0
6.2	4	4	4	3	3								3.6
6.3	4	3	4	3	3								3.4
6.4	3	3	2	3	2								2.6
6.5	1	2	1	1	1								1.2

Blackford County Schools
Administrative Guidelines

Ineffective Instruction

Every attempt shall be made to ensure that no student shall receive instruction from an ineffective teacher two years in a row. In the unlikely event that it is unavoidable to schedule a student for a second consecutive year with an Ineffective teacher, the parents of the student shall be notified by the principal of the building prior to the start of the next school year.

A-85

Negative Impact Language

1. Negative Impact for student learning for teachers measured by statewide assessment will be determined by IDOE.

2. Negative Impact on student learning for teachers whose classes are NOT measured by statewide assessment is as follows:

   If a teacher meets the following criteria, he or she will not be eligible to receive a summative rating in the Effective or Highly Effective range.

   - Teacher receives an ineffective rating on his/her SLO.

Description of Evaluator Training

Only licensed administrators are permitted to evaluate certified staff.

Blackford County School administrators must receive RISE Teacher Evaluation Certification before evaluating instructional staff. Additional follow-up training shall occur at the conclusion of each year as well as a discussion/review of inter-rater reliability. Individualized support for building-level administrators shall be provided by superintendent to ensure accurate and consistent evaluations.

Blackford County Schools/Blackford Federation of Teachers Discussion
August 20, 2018; 4:00 PM
Blackford County Schools Administration Building

AGENDA

- Review of Minutes - Not available

Subjects of discussion

A school employer shall discuss with the exclusive representative of certificated employees the following items (IC 20-29-6-7):

1. Curriculum Development and Revision
2. Selection of Curriculum Materials
3. Teaching Methods
4. Hiring/Evaluation/Promotion/Demotion/Transfer/Assignment/Retention of Certified Employees
5. Student Discipline
6. Expulsion or Supervision of Students
7. Pupil/Teacher Ratio
8. Class Size or Budget Appropriations
9. Safety Issues (Students and Employees)
10. Hours
11. Funding for a Plan for a Remediation Program for any Subset of Students Enrolled in K-12
12. The Following Non-Bargainable Items Under IC 20-43-10-3 (Performance Grants, Individual Performance Stipends to Teachers, Additions to Base Salary Based on Performance Stipends)
13. The Pre-Evaluation Planning Session Required Under IC 20-28-11.5-4
14. The Superintendent's Report to the Governing Body Concerning Staff Performance Evaluations Required Under IC 20-28-11.5-9

Non-discussion Items

- Information Sharing

a) Mentor Teacher Pay - Pay scale clarification

New Teacher Mentor (0 years exp.)	$500	Assigned by building principal
New Teacher to BCS Mentor (prev. experience)	$300	Assigned by building principal

b) Teacher Evaluations - changes need to be made to meet state requirements

Group 1 Teachers (No Individual Growth Model Data)
80% Teacher Effectiveness Rubric (TER-Observations/Documentation)
10% Current Year Smart Goal Rating
10% Current Year School-wide Learning Measure Data (School Letter Grade)
100% Summative Teacher Evaluation Score

Group 2 Teachers (Individual Growth Model Data Available)
80% Teacher Effectiveness Rubric (TER-Observations/Documentation)
10% Current Year IGM if available/Smart Goal Rating
10% Current Year School-wide Learning Measure Data (School Letter Grade)
100% Summative Teacher Evaluation Score

- Process will be the same as in the past with the addition of a Pre-Summative Conference at the end first semester.
- Short Observations will need feedback for 2-3 indicators in Domain 2 and need to show a time separation between long and short observations. No conference needed after short.
- Will use current school unless data is not available.
- Smart Goal procedure is the same as in the past.
- Standard for Success program is being looked at for digitally co-ordinating evaluations on the administrative side. The program is RISE based. It allows for time stamps, global reporting, scripting, and may help to determine district-wide PD based.

c). Music Department

Music department met with Mr. Yencer to discuss consolidation and their concerns with having enough space for grades 7-12. They also voiced concerns with not having enough help setting up and running the sound system. Mr. Yencer is aware of their concerns and takes seriously. He will consider options.

d). Technology

Very rough start to the year. The re-imaging of all district computers, migration to a new mail/calendar, new domain was a bigger project than anticipated. A suggestion was made to give one teacher in each building administration rights so that they can handle smaller jobs, like adding software programs back onto local computers. Mr. Yencer shared that more 5-star staff has been added. He also suggested that teachers keep making NOVO requests so that the tech department can track technology needs.

Next Meeting – 9/17/2018

- Indiana Code 20-29-2-7 *"Discuss" means the performance of mutual obligation of the school corporation through its Superintendent and the exclusive representative to meet at reasonable times to 1. discuss; 2. provide meaningful input; 3. exchange points of view; with respect to items enumerated in IC 20-29-6-7.*

A - 89

BLACKFORD COUNTY SCHOOLS
BOARD OF SCHOOL TRUSTEES
HARTFORD CITY, INDIANA

BOARD OF SCHOOL TRUSTEES
TUESDAY, AUGUST 16, 2016
EXECUTIVE SESSION – 6 P.M.
REGULAR MEETING – 7 P.M.
BOARD ROOM – CENTRAL OFFICE

I. CALL TO ORDER
A. PLEDGE OF ALLEGIANCE

II. AUDIENCE INPUT ON AGENDA ITEMS

III. CONSENT AGENDA
A. Amendments to the Agenda
B. Consideration of July 19, 2016 regular meeting minutes
C. Consideration of claims dated August 16, 2016 totaling $1,064,508.64
D. Consideration of Personnel items
E. Consideration of Professional Leave Requests
F. Consideration of Grants and Donations

IV. ITEMS REMOVED FROM CONSENT AGENDA

V. ACTION
A. Joint Public Hearing on Project and Preliminary Determination – Mr. Steve Murphy/Mr. Jimmy Shanahan
   a. Consideration of 1028 Project Resolution
   b. Consideration of Preliminary Determination Resolution
B. Approval of Sale through Eminent Domain of 0.191 acres for the Blackford County Trail Project for $5,575.00 – Dr. Scot Croner
C. Consideration of 2016-2017 Classified Manual – Mrs. Randi Libby
D. Consideration of Hartford City Library Board Appointee – Dr. Croner
E. Consideration of 2016-2017 Teacher Evaluation Process – Dr. Croner
F. Permission to Advertise 2017 Budget – Mrs. Libby

VI. DISCUSSION/INFORMATION
A. 2016 School Enrollment Report – Dr. Croner

VII. PUBLIC COMMENTS

VIII. SUPERINTENDENT COMMENTS

IX. BOARD COMMENTS

X. ADJOURNMENT

THE NEXT SCHEDULED MEETING OF THE BOARD OF SCHOOL TRUSTEES WILL BE HELD TUESDAY, SEPTEMBER 20, 2016, AT 7 P.M. IN THE BOARD ROOM OF THE ADMINISTRATIVE OFFICES 0668W-200S, HARTFORD CITY, IN 47348.

BLACKFORD COUNTY SCHOOL IMPROVEMENT PLAN

A-90

Teacher:

Evaluator Name:

Representative Name:
(Representative is to witness and observe meeting/development process ONLY!)

School and Subject Area:

Date Plan Developed:

Projected Length:
(The improvement plan shall last between 30-90 school days.)

Step 1: SELECT COMPETENCY AREA(S) IN NEED OF SUPPORT

- Any teacher receiving a summative evaluation rating of less than **2.6** shall be placed on an improvement plan.
- The improvement plan shall focus on any indicator from the Teacher Effectiveness Rubric that was rated as Improvement Necessary/Ineffective.
- Evaluator will complete at least one long and one short observation **at the completion of** the improvement plan timeline and provide a summative evaluation rating.

Area(s) of Support	Competency	Competency Description	Expected Outcomes	Administrator Supports
Domain 1 *THIS IS A SAMPLE. DELETE INFORMATION IN THIS ROW→*	1.1	Utilize Assessment Data to Plan	By the end of the improvement timeline Mrs. Nelson will develop annual student achievement goals which are measurable and aligned to content standards as evident by her use of student data tracking sheets and flexible grouping.	1.) Weekly visits to classroom, 2.) Targeted Professional Development (Teaching Channel.org) 3.) Forms for tracking student data

~~H-2~~ A-91

Step 2: MEET TO DISCUSS TEACHER'S PROGRESS WITH RECOMMENDED SUPPORTS

Utilize the space provided in the box to document information discussed regarding progress towards recommended goals.

1st Date of Meeting:

Type notes here.....

Evaluator Signature: Date:

Teacher Signature: Date:

2nd Date of Meeting:

Type notes here.....

Evaluator Signature: Date:

Teacher Signature: Date:

Blackford County Schools Teacher Improvement Plan

A-92

3: MEET TO DISCUSS FUTURE PLAN OF ACTION

.ce an X in the box preceding the appropriate type of plan choice. Provide a date in the box adjacent to the choice and rovide information regarding proposed plan of action where indicated.

Date of Meeting:

Choice	Type of Plan	Date
	1. Plan Continued.	
	2. Plan Modified and Continued.	
	3. Plan Goals have been met and Plan is Discontinued	
	4. Plan Goals have NOT been met (See Summative Evaluation for Recommendations.)	

(Once a teacher receives a summative rating of effective (2.5 or above) the teacher shall no longer be required to continue on an improvement plan.)

Information regarding plan of action and choice selected above.

Type notes here.....

Evaluator Signature: Date:

Teacher Signature: Date:

****Teachers shall receive 30 professional growth points for the completion of an improvement plan****